

Child And Family Services Plan

Utah Division of Child and Family Services

Federal Fiscal Years 2005- 2009

June 30, 2004

1. Scope of Plan [45 CFR Part 1357.15]

The Child and Family Services Plan for the State of Utah for Federal fiscal years 2005-2009 incorporates, into a single plan, requirements and intended activities for the following:

- A. Title IV-B Part 1, Child Welfare Services;
- B. Title IV-B Part 2, Promoting Safe and Stable Families;
- C. Child Abuse and Prevention and Treatment Act State Grant Program;
- D. Chafee Foster Care Independence Program;
- E. Education and Training Voucher Program;
- F. Program Improvement Plan developed in response to the Child and Family Services Review conducted in Utah in April 2003 (*approval pending*);
- G. Performance Milestone Plan goals and objectives that have not been exited through the Federal court; and
- H. Additional administrative goals and objectives.

The plan supports the State's efforts to attain the desired outcomes of safety, permanency, and well being for children and families in Utah and of operating a more comprehensive, coordinated, and effective child and family services delivery system.

2. State Agency Administering the Programs [45 CFR Part 1357.15(e)]

The Department of Human Services is the single state agency for the administration of Titles IV-B, IV-E, and XX of the Social Security Act. The Department has designated the Division of Child and Family Services as the responsible agency for implementation and direct oversight of Title IV-B and Title IV-E programs. As such, Child and Family Services administers the federal Child and Family Services Plan.

Child and Family Services is the lead child welfare and domestic violence agency for the State of Utah. Child and Family Services administers Title IV-E programs including foster care, adoption assistance, and the foster care independence program, including the education and training voucher program. Child and Family Services also administers Title IV-B grants including the basic child welfare state grant and promoting safe and stable families. In addition, Child and Family Services administers Federal grants for child abuse and neglect prevention and treatment and community-based programs for child abuse prevention under the Child Abuse Prevention and Treatment Act, and family violence

services through the Family Violence Prevention and Services Act.

Child and Family Services provides services throughout the State of Utah. The state office of the Division contains the director's office and teams for finance and accounting, grants and federal revenue, contracts management, information systems, policy and planning, and program administration and management. The state office is responsible for planning, budget and accounting, legislative affairs, federal programs management and coordination, policy development, information system development and maintenance, and overall management of programs and services. The actual delivery of services to children and their families is carried out through five geographically defined regions. Each region is led by a regional director, who has delegated authority to manage the region, including deploying resources, creating contracts, forming inter-agency partnerships, and making personnel decisions.

The organizational unit responsible for oversight of the Child and Family Services Plan is the grants and federal revenue team at the state office. This team works closely with agency administration, program managers, and with the policy and planning team, which is responsible for the Child and Family Services Review and Program Improvement Plan. Implementation of specific elements of the plan will take place in the state office, regional offices, and through community providers. (See organizational chart in Appendix G.)

3. Vision Statement [45 CFR Part 1357.15(g)]

Children, adults, and families enjoy safety, permanency, and well being from their partnership with the community and Child and Family Services.

Practice model principles guide the work of Child and Family Services towards achieving its vision and are consistent with child and family services principles specified in Federal regulations [45 CFR 1355.25(a) through 1355.25(h)]. These practice model principles are:

- A. Protection. Children's safety is paramount.
- B. Development. Children and families need consistent nurturing in a healthy environment to achieve their developmental potential.
- C. Permanency. All children need and are entitled to enduring relationships that provide a family, stability, and belonging, and a sense of self that connects children to their past, present and future.
- D. Cultural Responsiveness. Children and families have the right to be understood within the context of their own family rules, traditions, history, and culture.

- E. Partnership. The entire community shares the responsibility to create an environment that helps families raise children to their fullest potential.
- F. Organizational Competence. Committed, qualified, trained, and skilled staff, supported by an effectively structured organization, help insure positive outcomes for children and families.
- G. Professional Competence. Children and families need a relationship with an accepting, concerned, empathetic worker who can confront difficult issues and effectively assist them in their process towards positive change.

4. Goals Summary by Practice Principle

SAFETY Goals Summary	Reference
1. Practice model specialized skills application for first response staff	Section 5 Admin team #1; Section 6 Prog mgr #1; Section 18.A. CAPTA
2. Enhanced staff capacity for child interviewing by CPS staff	New state legislation Section 18.A. CAPTA
3. CPS system improvement priorities	Section 18.A. CAPTA
4. Child abuse prevention advisory council study and recommendations and family support services inventory	CBCAP, Sections 7 and 8.A, PSSF/Family Support
5. Timely investigation	PIP Safety 1, Item 1
6. Repeat maltreatment	PIP Safety 1, Item 2

PERMANENCY Goals Summary	Reference
1. Transition to adult living statewide initiative/independent living	Section 19 CFCIP; ETV
2. Continuing implementation of multi-year efforts in adoption promotion and support	Sections 7 and 8.D. PSSF/Adoption
3. Treatment services for foster children or parents to facilitate reunification	Sections 7 and 8.C. PSSF/Time-Limited Reunification
4. Family preservation support and flexible funding to meet unique needs/creative interventions	Sections 7 and 8.B. PSSF/Family Preservation and Milestone Plan
5. Strengthen program and supports for kinship care and non-relative guardianship	Section 6, Prog mgr #2
6. Reentry into foster care	PIP, Permanency 1, Item 5
7. Stability of placements	PIP, Permanency 1, Item 6
8. Termination of parental rights or exception to requirement	PIP, Permanency 1, Item 7

PERMANENCY Goals Summary	Reference
documented	PIP, SF, Item 28
9. Appropriate permanency goal for foster children	PIP, Permanency 1, Item 7
10. Foster children reunified within 12 months	PIP, Permanency 1, Item 8
11. Services in place for foster child to achieve permanency of other planned living arrangement	PIP, Permanency 1, Item 10
12. Connections of children to relatives, friends and cultural practices will be preserved	PIP, Permanency 2, Item 14
13. Placement with the maternal and paternal relatives will be considered	PIP, Permanency 2, Item 15

WELL-BEING Goals Summary	Reference
1. Needs of children and families appropriately assessed, identified and addressed.	PIP, WB 1, Item 17
2. Children and families actively involved in case planning.	PIP, WB 1, Item 18 PIP, SF, Item 25
3. Children participate in visits with their worker focused on case planning, safety and well being on a schedule consistent with policy and the child's needs.	PIP, WB 1, Item 19
4. Mothers participate in visits with their worker focused on case planning, safety and well being on a schedule consistent with policy and the mother's needs.	PIP, WB 1, Item 20
5. Fathers participate in visits with their worker focused on case planning, safety and well being on a schedule consistent with policy and the father's needs.	PIP, WB 1, Item 22
6. Children receive adequate services to meet their physical and mental health needs.	PIP, WB 3

SYSTEM IMPROVEMENT – Partnership and Cultural Competency Goals Summary	Reference
1. Strengthen relationships with tribes and ICWA compliance	Section 12 ICWA
2. Systematically implement coordinated plan for engaging and educating legislators and partners in child welfare system	Section 5, Admin team goal, years 2-5
3. Increase involvement of families and diverse communities	Section 5, Admin team goal, years 2-5
4. Strengthen partnerships (e.g., Office of Recovery Services, Office of Licensing, Guardian ad Litem, Human Resources, Education, Substance Abuse, Mental Health, UFCF, FCCRB, OSR)	Section 5 Admin Team goal, years 2-5; Section 6 Prog mgr
5. Media relations	Section 5 Admin team

SYSTEM IMPROVEMENT – Partnership and Cultural Competency Goals Summary	Reference
	goal, years 2-5

SYSTEM IMPROVEMENT – Organizational Competency Goals Summary	Reference
1. Contributing factors to workload/caseload management	Section 5 Admin Team #2
2. Barriers to implementation of practice model identified and addressed (including creative interventions capacity)	Milestone Plan Section 6, Prog mgr #1
3. Practice improvement ideas shared	Section 5 Admin Team #3
4. Program development, including improved practice guidelines, specialized skills for practice model application, training, and system support for program areas.	Section 6, Prog mgr #2

SYSTEM IMPROVEMENT – Professional Competency Goals Summary	Reference
1. Enhanced supervisory capacity	Section 5 Admin Team #3
2. Staff development and support	Section 5 Admin Team #4
3. Mentoring	Section 5 Admin Team #5 Milestone Plan
4. Specialized skills development (program specific)	Section 6, Prog mgr #1

5. Administrative Team Goals and Objectives

The Statewide Administrative Team of Child and Family Services consists of the Director, Regional Directors, and other members of the State Office Staff. A limited number of focus areas were selected for implementation during the five-year plan.

<i>Number:</i>	<i>Project or Initiative Title:</i>
Adm.1	Practice Model Specialized Skills Application/First Response Staff
<i>CFSP Category/Practice Principle:</i>	<i>Authorized/Mandated by:</i>
SAFETY	State Administrative Team; PIP
<i>Lead Team/Oversight</i>	<i>CFSP Time Frame:</i>
State Administrative Team (Patti/LaRay)	Plan Year(s): 1-5
<i>Other goals linked to:</i>	
CAPTA, Milestone Plan, PIP	

OUTCOME:

Use of Specialized Practice Model Skills by First Response Staff contributes to the increased safety of children and families.

GOAL #1:

First Response staff (CPS, Intake, and DV workers) have the capacity and commitment to consistently apply the practice model utilizing specialized skills unique to their program areas.

OBJECTIVES:

1. Hold regional focus groups to gather information about issues of concern and needed administrative supports for First Response staff to help them take a more active role in the family team process.

Person Responsible: Charlotte Gibbons and Dawn Hollingsworth

Time Frame: July to September 2004

Measurement: Focus groups held; Record of issues and needed supports for each group

2. Reach agreement among DCFS administration about overarching expectations for practice model application for First Response staff. Communicate practice expectations to workgroup planning First Response Staff summit.

Person Responsible: Patti VanWagoner

Time Frame: July to August 2004

Measurement: Written expectations for each First Response program area.

3. Summarize administrative expectations and region concerns/issues to guide an agenda for a First Response Summit.

Person Responsible: Charlotte Gibbons, Dawn Hollingsworth and Patti VanWagoner

Time Frame: October 2004.

Measurement: Written expectations for each First Response program area.

4. Organize a statewide summit for all First Response staff to: (1) create a shared vision of how practice model skills apply to their roles in assessing family situations for safety, and in identifying risk, protective, and moderating factors to keep children and families safe, (2) identify changes in practice or specialized skills needed for the practice model to be fully implemented by First Response Staff, and (3) identify and analyze needs and barriers to achieving that vision.

Person Responsible: First Response Staff Core Team/DCFS Selected Staff

Time Frame: October to November 2004

Measurement: Summit held

5. Consolidate and evaluate Summit results and provide to training team to incorporate into training curriculum and to work group for practice guidelines.

Person Responsible: First Response Staff Core Team

Time Frame: November to December 2004

Measurement: Written summary provided to training team and practice guidelines group

6. Charter a workgroup to review and revise practice guidelines for First Response program areas to further incorporate into the guidelines the use of specialized practice model skills unique to the program areas. Identify changes needed in SAFE to support guidelines.

Person Responsible: Charlotte Gibbons/Dawn Hollingsworth

Time Frame: Charter drafted December 2004, Practice guidelines by April 2005

Measurements: Revised Practice Guidelines

7. Develop and provide specialized program-specific training for First Response Staff to incorporate practice guidelines and SAFE in a practice context.

Person Responsible: Midge Delavan

Time Frame: Curriculum developed by June 2005 (no later than 15 months of PIP approval)

Training provided by Dec 2005

Measurement: Curriculum completed; training provided

GOAL #2:

Increase community support for use of the practice model by First Response Staff.

OBJECTIVE:

1. Engage partners in focus group discussions about proposed changes to First Response staff practice guidelines. Obtain feedback on how changes may affect partnerships, the Division's effectiveness and image in the community, and safety for children, adults, and families. Use this information to finalize practice guidelines and to help formulate future plans to enhance partnering in the area of safety. Identify strategies to bring about optimal responsiveness for keeping children and families safe.

Responsible Person: Patti Van Wagoner

Time Frame: April to May 2005 for focus groups, Report by June 2005.

Measurements: Information from focus groups rolled up into statewide document

2. Using feedback from focus groups, formulate future plans to enhance partnering in the area of safety.

Responsible Person: Patti Van Wagoner

Time Frame: By July 2005

Measurements: Partnering goals for safety incorporated into year two CFSP.

GOAL #3 (years 2-5):

Evaluate First Response staff use of the practice model throughout their involvement with the family.

Provide ongoing training and support to strengthen First Response staff use of practice model skills, as needed based on ongoing evaluation.

<i>Number:</i>	<i>Project or Initiative Title:</i>	
Adm.2	Contributing Factors to Workloads/Caseload Management	
<i>CFSP Category/Practice Principle:</i>		<i>Authorized/Mandated by:</i>
System Improvement/Organizational Competency		State Administrative Team
<i>Lead Team/Oversight</i>		<i>CFSP Time Frame:</i>
State Administrative Team (Jack/Katy)		Plan Year(s): 1-5
<i>Other goals linked to:</i>		

OUTCOME:

Supervisors and regional administrators have information and tools available to help them appropriately allocate caseloads consistent with caseworkers' abilities, within constraints of available resources.

Caseworkers feel that the workload is equitably allocated within their ability to manage the cases and within the ability of the region to utilize and allocate resources.

Caseworkers understand the elements crucial to managing caseloads.

GOAL #1:

Factors contributing to workload will be identified.

OBJECTIVES:

1. Establish a statewide team, with region representatives, to support the study of factors contributing to workload. Include in the team two persons from each region, with at least one supervisor familiar with all program areas and one regional administrator, and from the state office at least one representative from the data unit. Develop team charter, including purpose and project goals.

Responsible Person: Jack Green

Time Frame: By July 2004

Measurements: Written charter with team purpose, and team project goals identified, list of team membership and chairperson.

2. Establish a team in each DCFS region, with membership, determined by regional representatives to the state team, to support the statewide study and provide input to identify all factors that contribute to workload. Develop regional team charter, including purpose and project goals.

Responsible Person: State Team Chair

Time Frame: By August 2004

Measurements: Written charter with team purpose, and team project goals identified; list of team membership.

3. Develop a study methodology through state and regional team input that includes method for prioritizing or weighting factors to determine capacity for inclusion in the study.

Responsible Person: State Team Chair

Time Frame: By October 2004

Measurements: Written methodology.

4. Conduct study, with region teams providing follow-up and monitoring.

Responsible Person: State Team Chair

Time Frame: November 2004 to April 2005

Measurements: Written report of initial findings.

5. Review initial findings and develop recommendations of next steps. Report initial findings and recommendations to State Administration Team.

Responsible Person: State Team Chair

Time Frame: May 2005

Measurements: Report to administrative team.

6. Issue final report.

Responsible Person: State Team Chair

Time Frame: June 2005

Measurements: Report from Team

GOALS YEARS 2-5:

1. Tools will be developed for Supervisors and Regional Administration to guide them in appropriately allocating caseloads to reflect workloads consistent with caseworker's ability while working within the constraints of available resources.

- Input will be obtained from caseworkers on their perceptions of workload allocation within ability to manage the cases and within the ability of the region to utilize and allocate resources.

<i>Number:</i>	<i>Project or Initiative Title:</i>
Adm.3	Supervisory Support
<i>CFSP Category/Practice Principle:</i>	<i>Authorized/Mandated by:</i>
System Improvement/Professional Competency	State Administrative Team
<i>Lead Team/Oversight</i>	<i>CFSP Time Frame:</i>
State Administrative Team (Bev, Adam, Linda)	Plan Year(s): 1-3
<i>Other goals linked to:</i>	

OUTCOMES:

Staff have the capacity to consistently apply the Practice Model through supervisory support.

Supervisors are committed to the Long Term View of the agency and have the skills and ability to apply the Practice Model at the practice level and in their administrative work.

Supervisors identify and promote the goals of the agency by supporting the people they supervise while holding them accountable.

Administration has tools to select, train and mentor supervisors.

GOAL #1:

Supervisor training is developed and presented to facilitate a parallel process between administrative work and front line work as it relates to long-term view and steps to achieve it, i.e., attending to daily tasks while keeping the long-term view clearly in focus.

OBJECTIVES:

- Obtain feedback from supervisors and administration that will assist in selecting, training, mentoring and supporting supervisors in effectively using the practice model in their supervisory work, including information regarding responses to resistance to practice model, urban and rural dynamics, characteristics of effective practice model supervisors, hiring process questions for selection, and use of probationary period.

Persons responsible: State Training Team

Time Frame: By July 2004

Measurement: Written document

2. Develop training curriculum that addresses supervision of staff using the practice model.

Persons responsible: State Training Team

Time Frame: Curriculum by August 2004; Initial training by November 2004; establish follow-up training schedule by January 2005.

Measurement: Completed curriculum; training provided to supervisors

GOAL #2:

Supervisors will know how to apply HR rules and policies related to employee performance expectations, including writing clear performance plans, corrective action processes, and termination.

OBJECTIVES:

1. Create an administrative manual for supervisors that includes specific information that supervisors need to know.

Persons responsible: Eastern Region with HR and State Office assistance

Time Frame: September 2004.

Measurement: Draft manual developed

2. Review and revise manual and distribute to supervisors at training. Provide initial training on highest priority contents.

Persons responsible: Supervisor Training group

Time Frame: November 2004.

Measurement: Manual provided at supervisor training; supervisor application

GOAL #3:

Administration will share their strengths, challenges, and techniques in developing a strong Practice Model management team.

OBJECTIVE:

1. Establish and implement a process for regular sharing among State Administrative team members of strengths, challenges, and techniques in developing strong Practice Model management (such as the process for cross feeding and lessons learned used in Southwest or Salt Lake Valley regions).

Person responsible: Richard Anderson

Time Frame: July 2004

Measurement: Process in place and operating

GOALS YEARS 2-5:

1. Maintain current Division-specific supervisor manual.
2. Providing ongoing training to supervisors.
3. Monitor implementation of practice model principle oversight by supervisors.

<i>Number:</i>	<i>Project or Initiative Title:</i>	
Adm.4	Staff Development and Support	
<i>CFSP Category/Practice Principle:</i>		<i>Authorized/Mandated by:</i>
System Improvement/Professional Competency		State Administrative Team
<i>Lead Team/Oversight</i>		<i>CFSP Time Frame:</i>
State Office & Administrative Team		Plan Year(s): 1-5
<i>Other goals linked to:</i>		

OUTCOMES:

Staff report increasing job satisfaction and employees with successful job performance continue their employment with Child and Family Services.

GOAL #1:

1. Staff feel supported and valued personally and professionally.
2. Staff have a mechanism to provide feedback and a role in decision-making via this mechanism.
3. Staff receive incentives and motivators for work well performed.

OBJECTIVES:

1. Review national literature, local studies, and staff generated feedback from within the agency regarding factors contributing to staff motivation and turnover.

Person responsible: Data unit

Time Frame: September 2004

Measurement: Report is completed

2. Charter work groups (that includes as members administrative staff, caseworkers and support staff) to develop proposed processes or guidelines and report findings to administrative team for:

- a. Individualized motivators and incentives based on literature findings and staff survey feedback from the Department (Oct-Feb)
- b. Improved communication (Dec-Apr)
- c. Trauma support (Feb-Jun)

Person responsible: Admin Team

Time Frame: Charter work groups by June 2005; report to administration by March 2006

Measurement: Work group charters; reports to administrative team

3. Provide staff with bi-annual information through HR and an update article regarding the value of fringe benefits.

Person responsible: Jack Green

Time Frame: Article by October 2004

Measurement: Information provided to staff

4. Gather feedback from staff through a web-based survey regarding unmet equipment and supply needs. Analyze identified needs and explore means of accessing needed equipment and supplies.

Person responsible: Jack Green (data team/administration and finance team)

Time Frame: Report of survey findings by February 2005; Administrative review/plan by May 2005;

Measurement: Survey report; Administrative action to respond to needs.

GOALS FOR YEARS 2-5:

GOAL #1

1. Staff are provided with a clear and comprehensive understanding of job requirements and have resources needed to do their jobs.

OBJECTIVES:

1. Supervisors prepare performance plans that clearly define worker jobs.
2. Practice Guidelines will be reviewed by program managers for accuracy, ease of use, and completeness and modified accordingly, and staff receive program specific education.

GOAL #2

1. Administration will explore the agency's ability to financially reward length of time working for agency for employees with successful job performance.
2. Career ladder tracks will be developed for staff.

<i>Number:</i>	<i>Project or Initiative Title:</i>
Adm.5	Mentoring
<i>CFSP Category/Practice Principle:</i>	<i>Authorized/Mandated by:</i>
System Improvement/Professional Competency	Milestone Plan
<i>Lead Team/Oversight</i>	<i>CFSP Time Frame:</i>
State Administrative Team (Midge, Brent)	Plan Year(s): 1-2
<i>Other goals linked to:</i>	

OUTCOME:

Every employee has a mentor helping with transitions and supporting their development in helping to create quality outcomes for children and families

GOAL #1:

Develop a formal mentoring program for employees and the organizational structure necessary to support mentoring.

OBJECTIVES:

1. Charter a mentoring team including designated regional mentoring leaders to assess, plan, and identify foundation principles for a formal mentoring program and organizational structure.

Person responsible: Reba Nissen

Time Frame: Charter by July 2004 Principles document by August 2004

Measurement: Team charter; document describing basic principles and plan components

2. Develop a written mentoring plan in each region, using the mentoring principles document, and submit to the mentoring team for review and suggested revisions.

Persons responsible: Region Directors and Region Mentoring Leaders

Time Frame: October 2004

Measurement: Written plans submitted to the mentor workgroup.

3. Implement region mentoring plans with support from administration, including identifying regional mentors.

Persons responsible: Region Mentoring Leaders and Reba Nissen

Time Frame: By Dec 2004

Measurement: Track mentor development.

4. Assess mentoring activities and share information learned among regions.

Persons responsible: Regional administration and mentoring leaders

Time Frame: Begin by June 2005

Measurement: Ongoing process for sharing implemented.

GOAL #2:

Create and implement a general training curriculum for mentors (with specific detail developed separately for each program area).

OBJECTIVES:

1. Utilize mentoring team to develop training curriculum.

Person responsible: Reba Nissen

Time Frame: By November 2004

Measurement: Curriculum; training held in each region.

2. Provide initial mentor training in each region.

Person responsible: Reba Nissen; training team

Time Frame: By January 2005

Measurement: Curriculum; training held in each region.

3. Establish ongoing process for training of new mentors within three months of being identified as a mentor.

Person responsible: Reba Nissen, training team

Time Frame: By March 2005

Measurement: Process in place. New mentors being trained.

GOAL FOR YEARS 2-5:

Staff feel supported and guided by mentors in developing and consistently using practice model to work effectively with families, colleagues, and partners.

6. Program Manager General Goals and Objectives

State Office Program Managers are responsible for the program areas of Adoption, Permanency, Independent Living, Domestic Violence, Child Protective Services, In-Home Services, and Child Abuse Prevention. A limited number of focus areas applicable across

program areas were selected for implementation during the five-year plan. (Additional program-specific goals are included under Promoting Safe and Stable Families, CAPTA, CFCIP, and ETV.)

<i>Number:</i>	<i>Project or Initiative Title:</i>
Mgr.1	Specialized Skills for Unique Application of the Practice Model
<i>CFSP Category/Practice Principle:</i>	<i>Authorized/Mandated by:</i>
System Improvement/Organizational Competency	State Office Program Managers
<i>Lead Team/Oversight</i>	<i>CFSP Time Frame:</i>
Program Managers	Plan Year(s): 2-5
<i>Other goals linked to:</i>	
Milestone Plan, PIP	

OUTCOME:

Use of Specialized Practice Model Skills by staff contributes to improved outcomes for safety, permanency and well being of children and families.

GOAL #1:

Staff have the capacity and commitment to consistently apply the practice model utilizing specialized skills unique to their program areas.

Year One: First Response Staff (Intake, CPS, Domestic Violence) *(See admin team goal #1)*

Year Two: Out-of-Home and Kinship Care

Year Three: Independent Living and Adoption

Year Four: Home-Based Services and Prevention

GOAL #2:

Barriers to implementation of the practice model are identified and addressed.

Year One: Creative Interventions

<i>Number:</i>	<i>Project or Initiative Title:</i>
Mgr. 2	Long-Term View Guides Program Development
<i>CFSP Category/Practice Principle:</i>	<i>Authorized/Mandated by:</i>
System Improvement/Organizational Competency	State Office Program Managers
<i>Lead Team/Oversight</i>	<i>CFSP Time Frame:</i>
Program Managers	Plan Year(s): 1-5
<i>Other goals linked to:</i>	
Milestone Plan, PIP	

OUTCOME:

Systematic program development, motivated by long term, view ensures that partnership, organizational competency, professional competency, and cultural competency factors are applied before program requirements are implemented in case practice.

GOAL #1:

Program development is achieved by addressing all relevant elements as changes are considered, including rules, practice guidelines, planning for caseload and workload impact, budget, SAFE, partner involvement, staff development and training, and cultural responsiveness factors. Program areas targeted for improvement include:

Objective #1: Kinship

1. Strengthen kinship placement supports available to caregivers with temporary custody of the children.
2. Improve the licensing process for relatives wanting to become a licensed resource family and have the children remain in Child and Family Services custody.
3. Develop and implement specific kinship adoption practice rules and guidelines.

Objective #2: In-Home Services

1. Improve involvement of the child and family in the case planning process.
2. Develop practice guidelines for worker visits with the child and family for focusing on safety and well being.

Objective #3: Out of Home Services

1. Develop revised practice guidelines for non-relative guardianship.
2. Develop revised practice guidelines for voluntary foster care placements.

7. Child and Family Services Continuum [45 CFR Part 1357.15(n)]

A continuum of services is available in Utah to assist in providing for the safety, permanency, and well being of children and families. The continuum is not linear in the sense that there is a specific sequence that a family follows, but rather serves as an array of services, varying in intensity and duration, which may be accessed according to specific needs. The child welfare and domestic violence services described below are available statewide through local Division of Child and Family Services offices and in partnership with a range of public and private non-profit and for-profit providers. However, the availability of a specific service varies from area to area, primarily due to fewer resources being available in rural settings. Continuing efforts to integrate Child and Family Services' Practice Model into day-to-day service delivery will positively impact service delivery to children and families.

Services funded through Federal programs, including Title IV-E, Title IV-B Part 1, CAPTA, Chafee Foster Care Independence Program, Education and Training Voucher Program, Family Violence Prevention and Support, and Title IV-B Part 2 (family support, family preservation, time-limited reunification, and adoption promotion and support), and Community-Based Child Abuse Prevention Program (formerly Community Based Family Resource and Support Program) are an integral part of the DCFS service continuum.

Adoption

The purpose of adoption services is to provide an adoptive home for each child in the custody of Child and Family Services who is legally free or for whom it has been determined that adoption is the most appropriate goal. Adoption services may also provide ongoing support and adoption assistance to an adoptive family of a child with special needs to help maintain permanency for the child. The plan for adoption services includes services within Child and Family Services as well as a continuum of community services.

Recruitment of resource families/adoptive homes

(general, child-specific, targeted to specific cultural groups)

Resource family assessments (dual assessment for foster and adoption)

Foster to adopt (legal risk) placement

Adoptive placement

Adoption assistance

Post-legal adoption services

Administration of the Interstate Compact on Adoption and Medical Assistance
Community resource development of post adoption services

Child Abuse Prevention Services

Child abuse prevention services are designed to prevent the occurrence or recurrence of child abuse, neglect, dependency, or exploitation. Child and Family Services works in partnership with a variety of community-based education and service programs for prevention activities.

Advocacy services for children, youth, families, and parents
After-school programs
Crisis respite care
Child abuse prevention education and advocacy
Family resource and support services
Parenting skills and training
Protective day care
Community development initiatives

Child Protective Services

Child protective services provide for the receipt of reports of possible abuse, neglect, or dependency, the investigation of such reports, determination of initial risk to a child, determination of need for ongoing in-home services or referral, and provision of shelter care when removal of a child from home is necessary. CPS is the most likely entry point for services that provide for the safety and well being of a child and family.

Intake
Child abuse and neglect investigation
Shelter care

Domestic Violence Services

Domestic violence services are designed to eliminate physical, psychological, and sexual abuse between cohabiting partners and to stop the intergenerational cycle of family violence through prevention, treatment, and related services. Services may be provided by contract or by DCFS domestic violence program staff. Child and Family Services is also responsible for developing a statewide network of volunteers, providing training for volunteers, coordinating the provision of services on a community level, and for assisting local governments in establishing a community-based support system for victims of domestic violence.

Emergency shelter
Victim/child treatment
Perpetrator treatment
Case management

Home-Based Services

Home-based services provided through DCFS encompass a range of activities and services, including family preservation and support, designed to treat and supervise abused, neglected, exploited, or at-risk children while they remain in their own homes. The goals of these services are to sustain, strengthen, and enrich the capacity of parents to meet the requirements of parenting while assuring the safety and well being of family members.

Family preservation services

Child custody home evaluation

Individual and family counseling

Parenting skills training and education

Homemaker services

Sexual abuse treatment

Protective services counseling/supervision

Protective day care

Youth advocate program

Clinical counseling

Peer parenting

Transitional living services

Education and training vouchers (for youth who aged out of foster care or were adopted at age 16+)

Community-based family support services

Out of Home Care

Out of home care placements and services provide for the support of children who have been removed from their homes or voluntarily placed with Child and Family Services due to risk of abuse, neglect, or dependency. These placements and services are designed to ensure the safety of the child and provide for the child's health and well being in an appropriate, temporary placement. Permanency is the desired outcome of out of home care. Goals for permanency include return home, adoption, permanency with relatives, non-relative guardianship, and individualized permanency.

Room, board, and supervision of children in the following types of placements:

Foster Care

Voluntary Foster Care

Kinship Care

Residential/Group Care

Independent Living

Accessing medical, dental, and mental health care and education services for children in DCFS custody

Working with parents or guardians of children in custody when reunification is the goal

Services to help prepare youth to transition from foster care to adult living

Subsidized guardianship

Peer parenting and parenting education

8. Service Description: Promoting Safe and Stable Families Services **[45 CFR Part 1357.15(o)]**

During the five year implementation of the plan, use of Promoting Safe and Stable Families funds will be reassessed on an annual basis, particularly as we implement requirements for the CFSR Program Improvement Plan and identify specific needs relevant to the PSSF funding categories. Changes will be included in each Annual Progress and Services Report.

A. PSSF Services: Community-Based Family Support

Below is a description of the decision-making process explaining how community-based family support programs and services will be selected, including continuation of funding existing projects during the first year of the plan.

- (1) Plan Activities. A recent addition of new staff has increased Child and Family Services' capacity to assess and coordinate child abuse prevention and family support activities. Therefore, in partnership with the community and the Federal Community-Based Child Abuse Prevention Program, a child abuse prevention advisory council has recently been established to assess child abuse prevention capacity in Utah and to consider promising practices in other parts of the country. In conjunction with the work of this prevention advisory council, Child and Family Services will partner with organizations and communities throughout Utah to inventory child abuse prevention and family support programs and identify unmet needs.

Recommendations from the prevention advisory council and information gathered through the family support inventory will be compiled and analyzed in 2005. Utilizing this information and also considering needs identified through initial implementation efforts for the CFSR PIP, Child and Family Services will develop a request for proposals to fund family support and child abuse prevention programs under both the Promoting Safe and Stable Families and Community-Based Child Abuse Prevention Programs.

- (2) PSSF Grant-Funded Activities. Family Support Funds will be utilized through June 30, 2005 to extend contracts to family support community providers who were funded through an RFP process under the previous five-year plan. The population served are children and families in the communities in which projects are located. (See Appendix H.) Projects to be extended include community-based services to promote the safety and well-being of children and families, including those designed to increase the strength and stability of families (including foster, and

extended families), to increase parents' confidence and competence in their parenting abilities, to afford children a safe, stable and supportive family environment, and otherwise to enhance child development.

If additional funding is made available, one-time family support projects will be funded through community-based family support providers through June 30, 2005.

Beginning July 1, 2005, new community-based family support programs will be funded based on the RFP developed from the evaluation and planning process described above.

B. PSSF Services: Family Preservation

PSSF Grant-Funded Activities. Family Preservation funds will continue to be allocated to DCFS regions for family preservation worker positions. These workers will function using Intensive Family Preservation and Reunification models, serving families whose children are at risk of placement and children whose families need the service to enable them to return home. The service will be intensive, short-term, and goal oriented for each family served.

Additional funds from this category will be allocated to each region to provide flexible funding for unique needs of families and children being served by Child and Family Services, which we anticipate will enhance our ability to meet CFSR and PIP requirements pertaining to permanency and well being. This funding will be used for unique services that help strengthen and preserve families or for one-time costs to help stabilize a family. Examples of these costs may include paying for deposit or first month's rent when housing is one of the reasons a child cannot be returned home, or bedding, or other furniture or personal items needed for a child or parent, or unique wrap-around services.

C. Time-Limited Reunification

- (1) Plan Activities and Recipient Criteria. Time-Limited Reunification funds will be made available to all DCFS regions to meet treatment needs for foster children or their parents or primary caregivers to help facilitate safe reunification. Services provided utilizing these funds support permanency requirements in the CFSR, particularly around PIP elements of selection of appropriate permanency goals, addressing needs of the parents, and reducing rates of re-entry into foster care.

This funding may only be used for children in custody whose goal is reunification and who have been in care for 15 months or less or may be used for qualifying children's' parents or primary caregivers. Funding may be used for up to 15 months from the time the children were removed from home. If children have returned home and it is still less than 15 months from the time they were removed, funds may

be used to help with treatment needs related to transition and family stabilization so the children can safely remain at home (and prevent re-entry into foster care). Funds may continue to be available until the 15-month limit is reached.

Particular emphasis will be placed on educating regional staff on use of the time-limited reunification funds and on developing partnerships with the mental health, substance abuse, and domestic violence treatment communities so that, as each year of the plan is completed, a larger share of the Promoting Safe and Stable Families funding is used for time-limited reunification treatment activities until the significant portion requirement is achieved.

The funding may be used for one or a combination of services, and may be provided by DCFS staff or through contract. Time-limited reunification funding may be used for:

- a. Individual, group, and family counseling or other mental health services for parents or foster children.
 - b. Inpatient, residential, or outpatient substance abuse treatment services for parents or foster children including such expenses as initial fees and costs associated with drug courts and drug testing.
 - c. Services to provide temporary child protective childcare or other therapeutic services, including crisis nurseries.
 - d. Assistance to address domestic violence treatment or service needs.
 - e. Transportation to or from above services and activities.
- (2) PSSF Grant-Funded Activities. Funding may be used for one or a combination of services, and may be provided by DCFS staff or through contract. Time-limited reunification funding may be used for:
- a. Individual, group, and family counseling or other mental health services for parents or foster children.
 - b. Inpatient, residential, or outpatient substance abuse treatment services for parents or foster children, including such expenses as initial fees and costs associated with drug courts and drug testing.
 - c. Services to provide temporary protective childcare or other therapeutic services, including crisis nurseries.
 - d. Assistance to address domestic violence treatment or service needs.
 - e. Transportation to or from above services and activities.

D. Adoption Promotion and Support

- (1) Plan Activities. Child and Family Services' plan for the adoption program includes both promotion/recruitment activities and post-adoption support. DCFS continues to work with the Utah Foster Care Foundation, the Adoption Exchange, parent

groups, UfosterSuccess, and other partners in the recruitment and support of adoptive parents.

Five year plan activities for adoption promotion and support include:

- a. Recruitment and resource family assessments conducted by contracted private agencies.
- b. Web site resources for pre and post adoption services provided via a private agency contract.
- c. Newsletter to inform and educate adoptive families about community resources.
- d. Collaboration with private agency for statewide network of support groups.
- e. In-home respite care services provided by contract by private and local governmental agencies.
- f. Exploration of intra-agency collaborations to enhance adoption services including transitions to adulthood.
- g. Exploration of inter-agency collaborations to enhance adoption services.
- h. Evaluation of service delivery including client surveys.
- i. Provision of flexible funding to all DCFS regions to be used for post adoption support such as:
 - i. regional costs for personnel and training
 - ii. post-adoption support for families such as behavioral management consultants, crisis assistance, or unique wrap around services.

The five-year adoption and promotion plan also includes collaboration with community partners including:

- The Adoption Exchange for the recruitment of adoptive families for waiting children, providing the response team for Adopt US Kids referrals, updating and enhancing of the website for information and resources for pre and post adoptive families, publishing a quarterly newsletter, and operating a lending library.
- Utah Foster Care Foundation for recruitment of foster/adoptive families, conducting preparation and ongoing training opportunities, and facilitating Cluster Support groups throughout the state.
- Child-placing agencies for recruitment and assessment of foster and or adoptive families.
- Office of Licensing for providing family assessments and licensing foster to adopt families.
- Department of Health for coordinating Medicaid adoption assistance and facilitating Medicaid mental health and rehabilitation services that are exempt

from the prepaid mental health plan, as well as providing the Mutual Consent Adoption Registry.

- Family Support Centers and Youth Services for providing in-home respite care services, agency respite services and crisis respite services for adoptive families.
 - Private foster care agencies for providing longer respite care/ residential services and parent support services.
 - Public mental health agencies throughout the state for providing mental health services to adoptive families and youth.
 - Private mental health providers for providing mental health services to adoptive families and youth.
 - Residential mental health treatment providers for providing intensive mental health services.
 - Division of Mental Health for helping coordinate work teams to develop preferred practice guidelines for mental services for children who have been in DCFS custody.
 - Department of Education for helping coordinate education about special education services for children with special needs and to assist school districts, administrators, and teachers to develop cultural sensitivity to children who have been adopted.
 - Division of Services for People with Disabilities to coordinate services for adopted children who are eligible for services.
 - Advocacy groups for children with special needs such as Parent Center for educational needs and Allies for families for who have children with mental illness.
- (2) PSSF Grant-Funded Activities. Adoption promotion and support services funds will be used for both direct services and contracted services.

a. Direct Services

A portion of the funds will be used for statewide program management for adoption promotion and support activities and for regional post-adoption staff who respond to and support adoptive families with needs and concerns. In addition, funds will be utilized for statewide adoption planning, training, and

resource development efforts.

Additional funds will be allocated to each region to allow for maximum discretionary use of the funds to serve each family's individual needs as they arise. Funding may be used for post-adoption support for adoptive families for such needs as respite care, crisis assistance, behavioral management, services to supplement adoption assistance, and other unique wrap-around services. In addition, costs of support activities such as trainings, support groups, and newsletters may be provided utilizing grant funds.

b. Contracted Services

DCFS will continue to contract with private agencies to complete adoption home studies throughout the State to supplement work of the Office of Licensing to perform home studies. Existing contracts with Children's Aid Society of Utah, Children's Service Society of Utah, and Families for Children will continue through June 30, 2005. These contract providers concentrate on kinship adoption home studies and studies requested in rural areas, will refer families for training and licensing, and will continue to provide special needs adoption information to families. A new RFP will be developed in early 2005 to fund another multi-year cycle of funding home studies by private adoption agencies.

In addition, the state office and regions will have the option to establish contracts for adoption consultation services or special post-adoption support needs.

9. Promoting Safe and Stable Families, Maintenance of Effort [45 CFR Parts 1357.15(f)]

A. Maintenance of Effort

Child and Family Services will not use the Federal funds under Title IV-B Part 2 to supplant Federal or State funds for existing family support, family preservation, time-limited reunification, and adoption support services based upon the State's FY1992 expenditures.

10. Promoting Safe and Stable Families Significant Portion and Estimated Expenditures [45 CFR Parts 1357.15(s)]

A. Significant Portion for Service Delivery [45 CFR Part 1357.15(s) and ACYF-CB-PI-99-07]

Funds for Title IV-B Part II will be utilized in year one as follows:

*Service Delivery: Family Support 20%; Family Preservation 37%; Adoption Promotion and Support 30%; Time Limited Reunification 10%;
Planning, service coordination, and training activities: 3 percent.*

This distribution will be reassessed and modified annually, as deemed necessary, particularly as needed to implemented elements of the CFSR PIP and to increase the portion of funds utilized for time-limited reunification.

As in the previous five-year plan, a waiver is requested to allow for utilization of less than 20 percent of the Promoting Safe and Stable Families funding for the time-limited reunification category. In year one, we request approval to spend approximately ten percent of the funding for this category rather than twenty percent, as is normally required for significant portion. Our goal will be to increase the portion of funds for this category by 2 percent per year, thus reaching the 20 percent significant portion for the first year of the next five-year plan cycle.

Of the four categories authorized under the Promoting Safe and Stable Families legislation, time-limited reunification has been the most difficult to implement and utilize. While we have identified need and some allowable uses for the funds during implementation, difficulties have prevented full utilization. It appears that staff have not been adequately notified that funds are available, mechanisms for accessing providers have not been adequately established, or staff have not fully grasped how utilization of these funds can further support reunification efforts.

Our experience has been that staff see barriers to reunification as being more often needs for tangible goods (such as deposit for housing or appropriate furniture for the child not allowable under this portion of the grant) or unique wrap-around supports rather than the needs for the specific services authorized under time-limited reunification. We are providing for these tangible types of needs through family preservation funding, but know that the families we work with frequently do experience problems related to substance abuse, mental health, and domestic violence. In calendar year 2003, 69% of newly opened foster care cases were identified with contributing factors of substance abuse, mental health, or domestic violence.

We are committed to strengthening our capacity to support families in addressing treatment needs pertaining to mental health, substance abuse, and domestic violence so that children may be returned home, when reunification is the appropriate goal. We will collaborate with substance abuse, mental health, and domestic violence partners to identify barriers to utilization of these resources and will provide training to staff in each region regarding availability and use of these funds.

B. Promoting Safe and Stable Families Estimated Expenditures

Estimated expenditures for Title IV-B Part 2 funds are identified in the CFS 101, Parts 1 and 2.

11. Services in Relation to Permanency Planning [sections 422(b)(10) and 471 of the Social Security Act]

Permanency is a core practice principle of the practice model utilized by Child and Family Services. This principle states that all children need and are entitled to enduring relationships that provide a family, stability, and belonging, and a sense of self that connects children to their past, present and future.

Services provided by Child and Family Services are designed to ensure that permanency is achieved for children, by being maintained at home through home-based services or by connecting children who were removed from home to other appropriate permanency arrangements when they are unable to return to live with their families of origin.

Permanency is sought as an outcome throughout the period of time that Child and Family Services is working with children and families. As workers engage and team with parents and others important to the family through child and family teams, the needs of children and families are assessed and primary and concurrent permanency goals and plans are established and reviewed on an ongoing basis whether the child lives at home or has been removed from home. Goals and plans are also reported to and reviewed by courts, when under their jurisdiction.

For children who are living at home, safely remaining at home is considered first for permanency. In partnership with willing parents, child and family teams, community partners, and workers strive to assist families in accessing resources and services, developing skills, or making changes necessary to safely keep children at home.

When removal is essential, return home is considered prior to other permanency options, unless prohibited by State or Federal law. In partnership with willing parents, child and family teams, community partners, and workers also strive to assist families in accessing resources and services, developing skills or making changes necessary so that children may safely be returned home.

If, ultimately, children cannot return to live with their families of origin, child and family teams act to further develop and implement concurrent plans to achieve permanency goals of adoption, placement with a fit and willing relative, guardianship with non-relatives (such as a foster parent), or if none of these are determined appropriate, another individualized permanency option. Plans and goals are reported and reviewed by courts. For abandoned

infants and children, laws and procedures are in place for expedited placement and permanency.

Practice guidelines assist workers and child and family teams in selecting appropriate permanency goals and performing tasks necessary to achieve permanency. Recruitment and training of adoptive parents continues on an ongoing basis in an effort to have permanent families available for children. Adoption placement, adoption assistance and post adoption support services are available for adoptive parents of qualifying children.

Efforts continue to clarify practice guidelines, identify resources, and to establish and strengthen supports to kinship families and non-relative guardians who provide permanent families for children unable to return home, and to help staff develop and support individualized permanency options for children for whom this is appropriate.

Case review processes, including court oversight, foster care citizen review, and administrative review, are in place, and include reviews of permanency goals, plans, and efforts being made by child and family teams and workers in partnerships with children and families.

Documentation of permanency goals and corresponding plans are contained in SAFE, the statewide management information system. This system can readily determine the status, demographic characteristics, location, and goals for placement for every child in foster care or who has been in foster care in preceding years.

Opportunities to improve our practices related to permanency have been identified through the Child and Family Services Review and goals and objectives established in the Program Improvement Plan. These will be implemented during the plan period.

12. Coordination with Tribes and Compliance with the Indian Child Welfare Act [Social Security Act Sections 422(b)(10) and (11); 45 CFR Part 1357.40(c)(1)]

During the five-year plan, Child and Family Services will continue efforts to strengthen responsiveness to the needs of children and to comply with the Indian Child Welfare Act (ICWA). Child and Family Services has made significant progress over the past years in building relationships and strengthening understanding and compliance with ICWA.

Both the Ute Indian Tribe and the Navajo Nation have an Indian Child Welfare Agreement with the State of Utah with respect to the care and custody of their children and jurisdiction over child custody proceedings. Also, Child and Family Services has initiated a process to establish a Memorandum of Understanding with three additional tribes, the Paiute, Goshute, and Shoshone tribes. Efforts also continue to strengthen and clarify relationships with other tribes. The ongoing interaction between specific tribal representatives, DCFS

administrators, and Native American community leaders results in a continuous evaluation of these partnerships.

Resources are in place to broaden communication and aid in the dissemination of information. The Annual Indian Child Welfare Conference has been a positive and enriching experience for participants. The objective of this annual conference is to provide child welfare workers with information regarding the application of the Indian Child Welfare Act and culturally responsive practices when engaging Native American families in respect to their family rules and traditions. The conference also allows for relationships to be strengthened through ongoing interaction with specific tribal organizations and through bringing individuals from the community and the State together. Another great resource, the Indian Child Welfare Act website, is in place and acts as an invaluable guide in reviewing the law and linking to other website resources.

Training needs are being assessed on a continuous basis through a variety of avenues.

- Regional Qualitative Case Reviews assess compliance with ICWA on all cases they review.
- The Annual Indian Child Welfare Conference, with its growing attendance, presents a unique opportunity to gather input and feedback from all of its participants.
- Quarterly Native American Committee meetings involving DCFS workers and administrators, Tribal leaders or representatives, and members from the Indian community identify training needs specific to their communities.

The Indian Child Welfare Act Train the Trainers Curriculum has been used to train Regional Trainer Managers regarding the intent and application of the Indian Child Welfare Act. The training plan provides for the Indian Child Welfare Specialist and State Training Coordinator to work together to coordinate the integration of the ICWA Train the Trainers curriculum into existing and on-going training for State employees and the Regional Trainer Managers.

Child and Family Services is committed to providing the best service possible in regards to ICWA and recognizes the opportunities for improvement within the Utah child welfare system. Specific objectives to strengthen compliance with ICWA for this five-year plan include (See CFSR Program Improvement Plan (PIP), Permanency Outcome 2, Item 14):

- A. Identify tribal affiliates at all stages of the case and document this identification.
- B. Transfer jurisdiction from the State to the Tribe in a timely and well-organized manner.

- C. Maintain a continued connection to Tribal, cultural, religious, and ethnic connections and traditions and activities.
- D. Identify and upgrade SAFE system to facilitate entering Tribal data.
- E. Increase recruitment efforts that are culturally responsive to increase the participation of Native American and other ethnic minority foster resource families.
- F. Increase collaborative efforts with Native Americans and other ethnic minority communities and child and family team members.
- G. Formalize and implement ICWA module curriculum.

13. Intercountry Adoptions

Child and Family Services continues efforts to strengthen a post adoption support network. The post adopt support system has been designed to include all adoptions, not just those adopted from State custody. Although subsidies are not available to families with children who don't qualify for adoption assistance, the lending library, support group participation, and web site with links to a number of local and national adoption information sources, are accessible to all adoptive families, including foreign adoptions.

Post adoptive support services include a post adoption web site, a "warm line" families can call for information, a listing of available classes and publications, and connection to a chat room and national adoption information clearing houses.

Child and Family Services has seen a decrease in the number of children from foreign adoptions entering states custody in calendar year 2003.

Children of Foreign Adoptions Entering Custody in Calendar Year 2003

Child	Placement Agency	Reason for disruption/dissolution	Status Plan for child
13 year old male	Bolivia	Youth sexually abused a sibling	Youth is in State custody with individualized service plan. Adoptive parents do not want to reunify.

14. Services to be Provided with Adoption Incentive Payments

In the event that Utah receives an Adoption Incentive Payment, funds will be utilized as listed below. The extent to which each service is provided is contingent upon the amount of funds received.

- A. Post-adoption support activities as part of the Division's effort to sustain an adoption support network.
- B. Recruitment of adoptive families, which may be completed in conjunction with the Utah Foster Care Foundation.
- C. Flexible funding to address special needs of adoptive children, to help prevent removal of children from home or facilitate a return home, and to prevent disruption of adoptive placements.
- D. Staff attendance at national adoption training events and hosting of local adoption related training.
- E. Funding of DCFS regional staff positions to provide in-home services and post-adoptive services to adoptive families.
- F. Administrative and service costs for in-home, foster care, child protective services, or adoption.

15. Staff and Foster and Adoptive Parent Training Plan [45 CFR Part 1357.15(t), 1357.16(a)(5), 1356.60(b)(2), and 235.63 through 235.66(a) and CAPTA Subsection 106(b)(2)(C)]

A. Training Activities to be Conducted by Utah Division of Child and Family Services

Staff training activities to be conducted internally by trainers from the Utah Division of Child and Family Services will be developed by the division's training staff, acquired through purchase or agreement with an outside entity, or created through a contract for development. Training staff located in the five regions of the state system will deliver these training activities. The plan is organized to show training activities that will be developed and implemented during each of the plan years indicated. All training activities expect to be developed internally, unless noted otherwise.

Category	Description
Training Activity	<p>New Employee <i>Year One:</i></p> <ul style="list-style-type: none"> ▪ Level A: (3 days) Orientation to agency, system of care, social work context, history of child welfare, worker safety ▪ Level B: (4 days) Case management, documentation, case presentation ▪ Practice Model: (20 days) Five modules of Engaging, Teaming, Assessing, Planning, Intervening to teach practice basics of working with children and families within structure of teams. Includes documentation on SACWIS system for assessing, teaming and planning ▪ Child Abuse and Neglect (3 days) ▪ ASFA (1 day), MEPA (1/2 day), ICWA (2 days), classroom and web trainings ▪ Child and Adult Interviewing (3 days) ▪ CPS Program Area training (4 days) ▪ Initiate all program area training development ▪ I H S Core 103 and 104 training (4-6 days) ▪ Legal Core (1 day) ▪ SAFE Introductory training (1 day) ▪ SAFE Program Area training (1 day) ▪ Mentoring Activities to promote transfer of learning ▪ Begin Evaluation Program for New Employee Training <p><i>Year Two:</i> <i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Ethics web training (3 hours) ▪ Program Area training for Preserving Children and Families (4 days)

	<ul style="list-style-type: none"> ▪ Program Area training for Serving Children and Families in Kinship Care (4 days) ▪ Program Area training for Transitional Living ▪ Program Area training for Children in Care (5 days) ▪ Enlarge scope of Mentoring Program <p><i>Year Three:</i> <i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Cultural Responsiveness (2 days) ▪ Revisions for CORE 103, 104, Legal CORE ▪ Complete all New Employee Training Development <p><i>Year Four:</i> <i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Review New Employee Training and Evaluate <p><i>Year Five:</i></p> <ul style="list-style-type: none"> ▪ Revise New Employee Training modules as needed
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Case Reviews Development of the case plan Case management and supervision
Setting/Venue for Training	State and regional training facilities
Duration Category	Short Term
Proposed Provider	DCFS state and regional training staff
Approximate Days/Hours	40 to 50 days in year one 50 to 70 days in years 2-5
Audience For Training	Newly hired DCFS employees
Estimated Total Cost <i>(before applying cost allocation methodology)</i>	\$1,364,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PTR.A. <i>(See Utah Department of Human Services Cost Allocation Plan, Section VIII.)</i>

Category	Description
Training Activity	<p>In Service</p> <p><i>Year One:</i></p> <ul style="list-style-type: none"> ▪ Working with families with mental health issues (5 days) ▪ Documentation for Case Process Review (2 days) ▪ Review of Planning for Documentation on SAFE Revision ▪ Review of Teaming for Documentation on SAFE Revision ▪ Interviewing Children (3 days) ▪ Initiate Training Program for Trainers (5 days) ▪ Initiate Evaluation Program for Trainers (1 day per trainer) ▪ Develop plans and structure for extension of formal Mentor Programming and Training ▪ Mentor Training (3 days) ▪ Begin new tracking program planning for training records ▪ Training of Supervisors (20 days) ▪ Advanced Clinical Quarterly Training (4-6 days) ▪ Advanced Practice Model Domestic Violence Training (5 days) ▪ Program Area Training (5 days per area) ▪ Child Abuse and Neglect available on Web <p><i>Year Two:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Advanced Practice Model Skills Training (2 days) ▪ Assisting Families with Substance Abuse Issues (5 days) ▪ Working with Children and Families around Attachment (2 days) ▪ ICPC and ICAMA Web Training <p><i>Year Three:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Advanced Practice Model Skills Training (4 days) ▪ Working with Children and Families with Issues of Poverty (3 days) ▪ Training for Kinship Families (5 days) <p><i>Year Four:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Advanced Cultural Responsiveness (2 days) ▪ Advanced Practice Skills for Working with Families with Sex Abuse Issues ▪ Advanced Practice Skills for Working with Families with Special Needs <p><i>Year Five:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Evaluation Program for Program and Special Skill Areas

	<ul style="list-style-type: none"> Advanced Practice Skills (10 days)
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Development of the case plan Case Reviews Case management and supervision
Setting/Venue for Training	State and regional training facilities Other facilities, as needed
Duration Category	Short Term
Proposed Provider	DCFS state and regional training staff External providers or consultants as determined
Approximate Days/Hours	40 hours required per employee Courses as indicated above
Audience For Training	Post-probationary DCFS employees
Estimated Total Cost <i>(before applying cost allocation methodology)</i>	\$364,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PTTRA. <i>(See Utah Department of Human Services Cost Allocation Plan, Section VIII.)</i>

Training Activity	<p>Families and Partners</p> <p><i>Year One:</i></p> <ul style="list-style-type: none"> Partner Training (1 day) Partner and Family Training for Adoption Issues (2 days) <p><i>Year Two:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> Training for Kinship Families (1 days) <p><i>Year Three:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> Training for Families Receiving Services (1 day) <p><i>Year Four:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> Training for Kinship Families (5 days) <p><i>Year Five:</i></p> <p><i>All of above and</i></p>
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	<ul style="list-style-type: none"> ▪ Evaluation Program for Partner and Family Training
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Development of the case plan Case Reviews Case management and supervision
Setting/Venue for Training	State and regional training facilities. Other facilities as needed.
Duration Category	Short Term
Proposed Provider	DCFS state and regional training staff. External providers or consultants as determined.
Approximate Days/Hours	As indicated per course
Audience For Training	Partners and Families in the System of Care
Estimated Total Cost (before applying cost allocation methodology)	\$7,000
Cost Allocation Methodology	This is a new training activity. Costs for this activity will be allocated according to the RMS, with Title IV-E federal matching for allowable costs at a 50% administrative rate. <i>(See Utah Department of Human Services Cost Allocation Plan, Section VIII.)</i>

Category	Description
Training Activity	Conferences and Summits: <ul style="list-style-type: none"> ▪ Support Staff Conference ▪ Supervisor Conference ▪ Program Area Summits ▪ Regional Summits
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Development of the case plan Case Reviews Case management and supervision
Setting/Venue for Training	State and regional training facilities Other facilities as needed, including private conference facilities
Duration Category	Short Term
Proposed	DCFS Training, Administrative, Casework, and Support Staff

Provider	External speakers as required
Approximate Days/Hours	1 to 2 days
Audience For Training	DCFS Staff Staff attend who are working in the program or administrative area.
Estimated Total Cost (before applying cost allocation methodology)	\$58,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PT4E. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

Training Activity	Title IV-E Eligibility Worker Training <ul style="list-style-type: none"> ▪ New eligibility worker initial training ▪ Ongoing eligibility worker in-service training
Title IV-E Administrative Functions	Title IV-E Eligibility determination
Setting/Venue for Training	State and regional training facilities.
Duration Category	Short Term
Proposed Provider	DCFS IV-E specialist and Eligibility specialists
Approximate Days/Hours	6-10 days per year
Audience For Training	Title IV-E eligibility workers
Estimated Total Cost (before applying cost allocation methodology)	\$5,000
Cost Allocation Methodology	Training activities for Title IV-E eligibility for foster care or adoption are eligible for 75% Title IV-E matching with no penetration rate being applied. Title IV-E eligibility training costs are in activity PT4E. These costs will be proportionally split between foster care and adoption based upon total number of clients in the two programs. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

Category	Description
Training Activity	SAFE new employee training (SACWIS)
Title IV-E Administrative Functions	Case management Data entry and collection
Setting/Venue for Training	State and regional training facilities Other facilities
Duration	Short-term
Proposed Provider	SAFE team trainers and business analysts; Regional SAFE trainers
Approximate Days/Hours	2 days for each session for DCFS caseworkers; 1-2 days for other system users. 20 per year by SAFE trainers; 30 per year by regional trainers
Audience for Training	New DCFS employees. Other new SAFE users
Estimated Total Cost <i>(before applying cost allocation methodology)</i>	\$50,000
Cost allocation Methodology	Training costs for the SACWIS system are allocated according to the RMS percentage, with Title IV-E federal matching for allowable costs at 75%, except that all strikes for the Adoption and Out of Home categories allocated to Title IV-E without applying the penetration rate. <i>(See Utah Department of Human Services Cost Allocation Plan, Section VIII.)</i>

Category	Description
Training Activity	SAFE new release training
Title IV-E Administrative Functions	Case management Data entry and collection
Setting/Venue for Training	State and regional training facilities Other facilities
Duration	Short-term
Proposed Provider	SAFE team trainers and business analysts; Regional SAFE trainers
Approximate Days/Hours	2-3 times a year. Sessions may be from 1 hour to 1 day, depending on the complexity of changes. Sometimes involves all caseworkers, supervisors, and support staff; sometimes a representative from each unit. Sometimes will include staff working in a single program and sometimes will involve all staff.

Audience for Training	Users affected by system changes
Estimated Total Cost (before applying cost allocation methodology)	\$20,000
Cost allocation Methodology	Training costs for the SACWIS system are allocated according to the RMS percentage, with Title IV-E federal matching for allowable costs at 75%, except that all strikes for the Adoption and Out of Home categories allocated to Title IV-E without applying the penetration rate. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

Category	Description
Training Activity	SAFE training programs for special groups
Title IV-E Administrative Functions	Case management Data entry and collection
Setting/Venue for Training	State and regional training facilities Other facilities
Duration	Short-term
Proposed Provider	SAFE team trainers and business analysts;
Approximate Days/Hours	1 day for each session. 10 per year by SAFE trainers
Audience for Training	Supervisors, support staff, specialized SAFE users
Estimated Total Cost (before applying cost allocation methodology)	\$11,200
Cost allocation Methodology	Training costs for the SACWIS system are allocated according to the RMS percentage, with Title IV-E federal matching for allowable costs at 75%, except that all strikes for the Adoption and Out of Home categories allocated to Title IV-E without applying the penetration rate. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

Category	Description
Training Activity	Training of SAFE trainers
Title IV-E	Case management

Administrative Functions	Data entry and collection
Setting/Venue for Training	State and regional training facilities Other facilities
Duration	Short-term
Proposed Provider	SAFE team trainers and business analysts; Regional SAFE trainers
Approximate Days/Hours	SAFE trainer conferences 2x/yr conference call or face-to-face Certifying regional safe trainers to conduct SAFE New Employee training
Audience for Training	Regional staff designated as SAFE trainers
Estimated Total Cost (before applying cost allocation methodology)	\$7,000
Cost allocation Methodology	Training costs for the SACWIS system are allocated according to the RMS percentage, with Title IV-E federal matching for allowable costs at 75%, except that all strikes for the Adoption and Out of Home categories allocated to Title IV-E without applying the penetration rate. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

B. Training Activities Conducted by Outside Experts for Employees of the Utah Division of Child and Family Services

Category	Description
Training Activity	<p>Child Welfare Institute</p> <p>Currently a three day conference that provides two to four workshop sessions per day with eight to ten presenters per session. Each session provides specialized information on an area relevant to child welfare work. Includes information not provided by in-service training, such as theoretical or technical information on attachment, development, special interventions, etc. Also includes Director led session that provides information relevant to casework management.</p> <p><i>Year Two to Five:</i></p> <p>Continue to improve availability of speakers on topics of concern to caseworkers and supervisors for working with families and children.</p> <p>Continue to improve system of care partnerships through awards, speakers, participants, and collaborations with partners.</p> <p>Use community and consultant partnerships to provide training in</p>

	areas of special need (mental health, substance abuse, poverty, domestic violence)
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Development of the case plan Case Reviews Case management and supervision
Setting/Venue for Training	Private hotel or conference center with facilities for large groups and multiple workshops
Duration Category	Short Term
Proposed Provider	8-10 individual workshop presenters per workshop period 2-4 presentation session per day Each presenter has expertise regarding some area of child welfare relevant to casework. Different presenters selected for each annual conference.
Approximate Days/Hours	3 days
Audience For Training	DCFS staff, foster parents, and partners
Estimated Total Cost (before applying cost allocation methodology)	\$121,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PTR.A. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

Category	Description
Training Activity	<p>Special Workshops:</p> <ul style="list-style-type: none"> ▪ Advanced clinical training for licensed staff ▪ Mini- Child Welfare Institute workshops ▪ Region sponsored workshops ▪ Special speakers or partnering opportunities with other agencies in the system of care. <p>All of the above involve inviting speakers with expertise relevant to child welfare casework to provide specialized knowledge that supports the work of staff and partners in the system of care at different levels of education and licensure.</p>
Title IV-E	Referral to services

Administrative Functions	Preparation for and participation in judicial determinations Placement of the child Development of the case plan Case Reviews Case management and supervision
Setting/Venue for Training	State and regional training facilities. Other facilities as needed, including private conference facilities.
Duration Category	Short Term
Proposed Provider	Invited speakers to meet identified needs of staff in fulfilling case management functions.
Approximate Days/Hours	One-half to two days.
Audience For Training	DCFS staff and partners in the system of care.
Estimated Total Cost (before applying cost allocation methodology)	\$50,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PTFA. (See Utah Department of Human Services Cost Allocation Plan, Section VIII.)

Category	Description
Training Activity	<p>Training Consultation or Curricula Purchased under Contract or Special Arrangement</p> <ul style="list-style-type: none"> ▪ Use community and consultant partnerships to provide training in areas of special need (mental health, substance abuse, poverty, domestic violence) <p><i>Year One:</i></p> <ul style="list-style-type: none"> ▪ Adoption Training ▪ Mental Health Training <p><i>Year Two to Five:</i></p> <p><i>All of above and</i></p> <ul style="list-style-type: none"> ▪ Special arrangements to meet needs as described in the In Service portion above
Title IV-E Administrative Functions	<p>Referral to services</p> <p>Placement of the child</p> <p>Development of the case plan</p> <p>Case Reviews</p> <p>Case management and supervision</p>

Setting/Venue for Training	State and regional training facilities. Other facilities as needed, including private conference facilities.
Duration Category	Short Term
Proposed Provider	Selected on as needed basis and in line with state purchasing guidelines.
Approximate Days/Hours	As needed.
Audience For Training	State and Regional Trainers Other DCFS staff
Estimated Total Cost (before applying cost allocation methodology)	\$10,000
Cost Allocation Methodology	Training activities for personnel employed by the State, including SACWIS training, are allocated according to RMS strikes and are eligible for Federal matching at 75%. Training costs allocated according to the RMS are in activity PTR. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>)

C. Long Term Training for Persons Employed by or Preparing for Employment

The Division contracts with a university to conduct training programs for persons employed by or preparing for employment with the Division of Child and Family Services or Division of Youth Corrections (agencies that participate in Title IV-E programs under the umbrella IV-E agency of the Department of Human Services). This training includes a Master of Social Work program and a Bachelor of Social Work program. The Master of Social Work program participants, who are supported by stipends through Title IV-E, are employees of the Utah Division of Child and Family Services. The Bachelor of Social Work program participants, who are supported by stipends through Title IV-E, are seniors in the program and prospective employees who complete an internship with the Utah Division of Child and Family Services. The Bachelor of Social Work program and the Public Domain Area of the Master of Social Work program at the GSSW at the University of Utah are both oriented to preparation for work in public agencies and in child welfare in particular. The following table shows the courses required for the participants of the BSW program and the MSW Public Domain Area. These programs will be considered to be in place for the scope of the five-year plan.

Bachelor of Social Work: Senior Year Program

The Bachelor of Social Work Program is a two-year program entered during the student's junior year. The senior year is supported by the Title IV-E stipend for those committing to employment with DCFS or DY. The training activity is equivalent to the senior year curriculum and consists

of five courses: Social Work Practice I, II, and III, social Welfare Policy and Services, Social Work Research and Evaluation, and Social Work Practicum and Practicum Seminar.

Category	Description
Training Activity	Senior Year Curriculum
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Case Reviews Development of the case plan Case management and supervision
Setting/Venue for Training	University of Utah, College of Social Work University of Utah, College of Social Work
Duration Category	Long Term
Proposed Provider	BSW Program Faculty, University of Utah, College of Social Work
Approximate Days/Hours	Two semesters of full time work. The first semester is course work (12 semester hours) and the second is the practicum (480 hours).
Audience For Training	Students accepted to the BSW program for their senior year who commit to employment with DCFS.
Estimated Total Cost (after applying cost allocation methodology)	\$223,000
Cost Allocation Methodology	P4UU includes costs for a contract with the University of Utah for training of employees and individuals preparing for employment, including a graduate degree program. The University bills the Division for the Title IV-E eligible portion of the cost less state match. For training activities, the federal matching rate of 75% is utilized in accordance with 45 CFR 1356.60. DCFS claims 100% Title IV-E reimbursement for the portion of costs billed. The University has the non-eligible and state match general fund costs in its accounting records and DCFS maintains the Title IV-E costs in the Division's accounting records. The Division collects Title IV-E reimbursement and passes the revenue through to the University. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>) The university determines the proportion of costs attributable to Title IV-E by applying the following factors to the allowable cost pool: (1) proportion of curriculum that addresses IV-E allowable activities; (2) proportion of students receiving IV-E stipends to total students; (3) proportion of school costs attributable to each of the programs serving persons employed by or preparing for employment with DCFS or DYC; and

	(4) Title IV-E foster and adoptive combined penetration rate.
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Master of Social Work: Year One General Area and Year Two Public Domain Area

The Master of Social Work program at the University of Utah is a variable length program that provides graduate level instruction for employees of DCFS or DYC. There are three distinct programs that enroll DCFS and DYC employees. The Distance Education Program enrolls only DCFS employees and those eligible under Title IV-E. This program requires approximately two years of full time work.

Category	Description
Training Activity	Distance Program
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Case Reviews Development of the case plan Case management and supervision
Setting/Venue for Training	University of Utah, College of Social Work and Ed Net installation sites
Duration Category	Long Term
Proposed Provider	MSW Program Faculty, University of Utah, College of Social Work
Approximate Days/Hours	Five semesters
Audience For Training	Students accepted to the MSW program who also work for DCFS or DYC
Estimated Total Cost (after applying cost allocation methodology)	\$602,000
Cost Allocation Methodology	P4UU includes costs for a contract with the University of Utah for training of employees and individuals preparing for employment, including a graduate degree program. The University bills the Division for the Title IV-E eligible portion of the cost less state match. For training activities, the federal matching rate of 75% is utilized in accordance with 45 CFR 1356.60. DCFS claims 100% Title IV-E reimbursement for the portion of costs billed. The University has the non-eligible and state match general fund costs in its accounting records and DCFS maintains the Title IV-E costs in the Division's accounting records. The Division collects Title IV-E reimbursement and passes the revenue through to the

	University. (See <i>Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>) The university determines the proportion of costs attributable to Title IV-E by proportionally reducing the allowable cost pool according to the following factors: (1) proportion of curriculum that addresses IV-E allowable activities; (2) proportion of students receiving IV-E stipends to total students; (3) proportion of school costs attributable to each of the programs serving persons employed by or preparing for employment with DCFS; and (4) Title IV-E foster and adoptive combined penetration rate.
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Category	Description
Training Activity	Day Program
Title IV-E Administrative Functions	Referral to services Preparation for and participation in judicial determinations Placement of the child Case Reviews Development of the case plan Case management and supervision
Setting/Venue for Training	University of Utah, College of Social Work
Duration Category	Long Term
Proposed Provider	MSW Program Faculty, University of Utah, College of Social Work
Approximate Days/Hours	Four semesters
Audience For Training	Students accepted to the MSW program who also work for DCFS or DYC
Estimated Total Cost (after applying cost allocation methodology)	\$144,000
Cost Allocation Methodology	P4UU includes costs for a contract with the University of Utah for training of employees and individuals preparing for employment, including a graduate degree program. The University bills the Division for the Title IV-E eligible portion of the cost less state match. For training activities, the federal matching rate of 75% is utilized in accordance with 45 CFR 1356.60. DCFS claims 100% Title IV-E reimbursement for the portion of costs billed. The University has the non-eligible and state match general fund costs in its accounting records and DCFS maintains the Title IV-E costs in the Division's accounting records. The Division collects Title

	IV-E reimbursement and passes the revenue through to the University. (<i>See Utah Department of Human Services Cost Allocation Plan, Section VIII.</i>) The university determines the proportion of costs attributable to Title IV-E by proportionally reducing the allowable cost pool according to the following factors: (1) proportion of curriculum that addresses IV-E allowable activities; (2) proportion of students receiving IV-E stipends to total students; (3) proportion of school costs attributable to each of the programs serving persons employed by or preparing for employment with DCFS; and (4) Title IV-E foster and adoptive combined penetration rate.
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D. Foster and Adoptive Parent Training

Category	Description
Training Activity	Foster and Adoptive Parent Training <ul style="list-style-type: none"> ▪ Preservice Training ▪ Practice Model Training ▪ Ongoing in-service Training ▪ Structured level Training
Title IV-E Administrative Functions	Foster and adoptive placement
Setting/Venue for Training	Community sites throughout the state
Duration Category	Short term
Proposed Provider	Contract staff (Utah Foster Care Foundation staff), foster and adoptive parents
Approximate Days/Hours	Preservice Training – 32 hours Practice Model Training – 12 hours Ongoing in-service, including structured level – 12 hours annually
Audience For Training	Potential foster and adoptive parents Licensed foster parents Out of home providers
Estimated Total Cost (before applying cost allocation methodology)	\$995,000
Cost Allocation Methodology	Combined training activities for foster and adoptive parents are eligible for 75% Title IV-E matching funds after a combined

	penetration rate (defined in Section XIII) has been applied to determine the portion benefiting Title IV-E. Training costs for combined foster/adoptive training are in activity PBTA. <i>(See Utah Department of Human Services Cost Allocation Plan, Section VIII.)</i>
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16. Evaluation, Research and Technical Assistance Activities [45 CFR Part 1357.15(t)]

A. Evaluation and Research Activities.

The Division coordinates with staff from local universities for many of its evaluation and research activities. The Division is currently engaged in or planning the following evaluation or research activities:

- (1) Dr. Susan Egbert from the University of Utah Graduate School of Social Work, Social Research Institute, in partnership with DCFS is conducting a Federally funded project through an Adoption Opportunities Grant to DCFS entitled, "Evaluation of Post Adoption Supports in Utah." Prior to initiation the grant project, Dr. Egbert conducted research on factors for successful adoption of children with special needs. Based on the findings of this study, two Adoption Summits have been held and a three-year plan for post-adoption services was developed and implemented. The grant has funded an evaluation of the ongoing post-adoption efforts and will conclude during year one of the plan. The study will utilize mailed surveys, focus groups, and in-depth interviews to gather data from adoptive parents and other key stakeholders in Utah's special needs adoption community. Disruption and dissolution rates will be tracked.
- (2) The Division maintains a contract with the Graduate School of Social Work for assistance with the Division's ongoing or one-time research needs. Current projects focus upon evaluation and perceptions pertaining to implementation of the practice model.
- (3) Evaluation of Division activities is also conducted through a qualitative review process conducted jointly by the Child Welfare Policy and Practice Group and the Office of Services Review, Department of Human Services. The purpose of these reviews is to assess the quality of actual case practice. Reviews are being conducted in each of the DCFS regions. The report includes an explanation of the review process in addition to noting the findings. Year 2000 findings serve as a baseline to assess improvements in practice based upon implementation of the Milestone Plan, particularly the Practice Model Principles. The Qualitative Case Review Process is ongoing as part of quality assurance for the Division. (See Appendix I.)

- (4) Dr. Karen Buchi of the University of Utah Department of Pediatrics is conducting a descriptive study on the impact of methamphetamine exposure on children in Utah. Analysis of this data is still being conducted. Using de-identified information on children and clients from DCFS and the Division of Substance abuse she intends to:
 - a. Determine an accurate prevalence rate of pediatric methamphetamine exposure in Utah.
 - b. Determine demographic characteristics unique to the methamphetamine-exposed pediatric population.
 - c. Ascertain knowledge gaps regarding the methamphetamine-exposed population.
 - d. Use information obtained in this retrospective study to help design a prospective long-term follow-up study of methamphetamine-exposed children.
- (5) The Utah Foster Care Foundation (UFCF) has been conducting surveys of exiting and current foster parents to determine why Utah foster families discontinue fostering activities. It is hoped that information provided from these surveys will assist in recruitment and retention of appropriate families so that DCFS can maintain an appropriate level of foster families for children in DCFS custody. This is an ongoing quality assurance process for UFCF. In addition, the UFCF has conducted surveys to determine the utility of their clustering model, and a needs assessment survey to determine what services need to be provided to support foster parents.
- (6) Dr. Patricia Gay of Westminster College is conducting a study on outcomes in foster care. Dr. Gay is exploring factors that lead to reunification of foster children with their families. She is utilizing information from the DCFS SACWIS system, the juvenile courts, and the Utah Foster Care Citizen Review Board. The analysis of the data for this study is ongoing.
- (7) Dr. Elisabeth Skokan of Primary Children's Medical Center is conducting a study of missed opportunities for diagnosis of child maltreatment. She will match information from the DCFS database on substantiated maltreatment with information from hospital emergency rooms to determine if medical professionals fail to identify and diagnose child maltreatment. Findings will be used to train medical professionals in earlier identification of child maltreatment.
- (8) Lars Eggertsen from the University of Utah Social work department is conducting a study on the "Primary Factors that Influence Multiple Placements for Foster Children" utilizing existing data from the SAFE system to provide information on what factors may impact multiple placements. This is his dissertation project.
- (9) Dr. Karen Buchi is starting "A Descriptive Study of the Health of Drug Endangered Children" which will review charts to determine the prevalence of health problems among drug endangered children in Salt Lake County that are evaluated through the

Center for Safe and Health Families and Primary Children's Medical Center
Emergency Department.

- (10) Dr. Glenna Boyce is continuing her study on "The Utah Frontiers Project: System of Care for Children and Youth with Serious Emotional Disturbances in Frontier Areas."
- (11) Mark Robertson is conducting a study of a "Substitute Care Relationship Enhancement Project" to have parents help select potential placements for their children, increase the number of Child and Family Team Meetings, and increase the level of involvement of foster parents in working with the family by having more frequent visitation and peer parenting with the purpose of improving outcomes to families and children.
- (12) Negotiations have begun for an evaluation of prevention and family support programs by Dr. Susan Egbert of the University of Utah Social Research Institute. This evaluation will be initiated during year one of the plan.

B. Technical Assistance.

Technical assistance activities in support of goals and objectives of the Child and Family Services Plan will be provided to agency staff, contract providers, community partners, and volunteers, as needed. Technical assistance needs will be identified during training, site visits, site reviews, and upon request.

Division program specialists, clinical staff, administrative staff, and qualified child welfare providers will generally provide technical assistance. When agency resources are unable to meet technical assistance needs, support will be requested from regional staff of the relevant Federal agency or through national resource centers.

Child and Family Services coordinates with staff from local universities for many of its evaluation and research activities. Child and Family Services is currently engaged in or planning the following evaluation or research activities:

17. SAFE – Management Information System

The SAFE system supports the Division's case management and data reporting activities. Year one goals for SAFE include:

- A. Test, implement, and refine needed functionality that is currently in preparation:

- B. Functional Assessment, Phase 2 – Add functionality to enhance usability of this tool, including adding data elements to coordinate with the Child and Family Plan, adding Child and Family Meeting and Preview tabs, and improved printing flexibility.
- C. Child and Family Plan – Implement the companion planning tool to the Functional Assessment in support of the DCFS Practice Model, encompassing all case types and allowing a single continuing plan for a whole family, regardless of the cases that may be open, flowing directly out of the Functional Assessment. Includes revised Progress Reporting integrated into Plan window.
- D. Case windows – Add functionality to bring SAFE case management functionality up-to-date with changes in Federal requirements, Utah code, and DCFS Practice Model and Milestone Plan requirements. This includes storage and retrieval of audio recordings of CPS worker interviews with alleged victims of maltreatment, adding or improving kinship, domestic violence incident, adoptive subsidy cases and CPS Intake records, enhancing case management tools, and better meeting certain federal requirements under the Indian Child Welfare Act (ICWA) and Adoption and Safe Families Act (ASFA). Planned changes also eliminate two Access databases.
- E. Scanning third party documents and other materials to enable SAFE to store complete child welfare case records. The time of full implementation depends on the future availability of funding.
- F. Prepare specifications in the following areas to upgrade MIS support for Division operations:
 - (1) Additional functionality for payment processing, to eliminate the need for Division staff to use other systems to make payments and to improve overpayment and trust account tracking (projected implementation FY 2006 or later).
 - (2) Additional functionality in the provider resource arena to eliminate the need for Division staff to use other systems to enter information and manage work with third party providers, for better sharing of data across provider management system components, especially to notify caseworkers of licensure sanctions and terminations, to eliminate the need for multiple systems to track foster parent recruitment, training, licensing, and to improve the systems support for managing foster care provider resources (projected implementation FY 2006).

Upgrade the IV-E eligibility module to document information on all of the eligibility determination factors used in establishing eligibility and to contain the determination logic itself (projected implementation FY 2006)

Build linkages to the State's new Juvenile Court information system (implementation awaiting completion of the new Court system).

- G. Continue to explore additional web and remote capabilities and ways to move to fully electronic case files.
- H. Continue to explore ways to make SAFE more responsive to policy and business requirement changes, including Program Improvement Plan commitments.
- I. Continue efforts to complete requirements identified in Federal SACWIS review.

18. CAPTA (Child Abuse Prevention and Treatment Act)

A. Program Areas Selected for Improvement

Child and Family Services will utilize the development and operation of grant funds from CAPTA and other available funds to address the categories specified below for improving the child protective services system [CAPTA Subsection 106(a)(1)].

- (1) Improving the child protective services system in the intake, assessment, screening, and investigation of reports of abuse and neglect [CAPTA Subsection 106(a)(1)].
 - a. Ensure that children are seen within the mandated time period after a CPS referral is accepted. (See CFSR Program Improvement Plan (PIP), Safety Outcome 1, Item 1.)
 - b. Identify additional response barriers and develop a plan to address them. (See CFSR PIP, Safety Outcome 1, Item 1.)
 - c. Provide training to improve investigation and family assessment efforts. (See Milestone 1, Practice Model Development, Training, and Implementation.)
 - d. Utilize the Trend Analysis Committee to review safety versus risk assessments in investigations by exploring trends and Division philosophy.
 - e. Increase cultural responsiveness during the CPS investigation. (See CFSR Program Improvement Plan (PIP), Permanency Outcome 2.)
- (2) Creating and improving the use of multidisciplinary teams and interagency protocols to enhance investigations [CAPTA Subsection 106(a)(2)(A)].
 - a. Consistently apply and expand use of practice model skills of engaging, assessing and teaming utilizing specialized skills unique to CPS investigations. (See CFSR PIP, Safety Outcome 1, Item 2.)

- (3) Case management, including ongoing case monitoring, and delivery of services and treatment provided to children and their families [CAPTA Subsection 106(a)(3)].
 - a. Improve the use of the Functional Assessment to assess and address obvious and underlying needs of and services to children and families. (See CFSR PIP, Safety Outcome 1, Item 2.)
 - b. Identify barriers, such as licensing procedures, to emergency or ongoing kinship placements (See CFSR PIP, Permanency Outcome 1, Item 5.)
- (4) Developing and updating systems of technology that support the program and track reports of child abuse and neglect from intake through final disposition and allow interstate and intrastate information exchange [CAPTA Subsection 106(A)(5)].
 - a. Utilizing the Management Information System (SAFE), development, testing, training, and implementation of modules, as needed, to maintain the functionality that ensures the system supports the Division's case management and data reporting activities.
- (5) Improving the skills, qualifications, and availability of individuals providing services to children and families, and the supervisors of such individuals, through the child protection system, including improvements in the recruitment and retention of caseworkers [CAPTA Subsection 106(a)(7)].
 - a. Hire additional trainer for CPS investigations to develop training curriculum that will meet new state requirements around the recording of investigative interviews.
 - b. Develop a curriculum aimed at the incorporation of the Practice Model Skills of engaging, assessing, and teaming by the State Training team (See CFSR PIP, Safety Outcome 1, Item 2.)
 - c. Develop a curriculum for supervisor training that will include mentoring needs of workers as they relate to practice model skills (See CFSR PIP, Well-being Outcome 1, Item 17.)

B. Activities Using Basic State Grant Funds

Child and Family Services will use Basic State Grant funds for:

- (1) Medical assessments of children who have been abused or neglected.
- (2) Training of community providers in the recognition of and mandatory reporting of child abuse and neglect.

- (3) Training of child protection staff.
- (4) Organizing and providing community focus groups for networking and sharing information to support the role of first response staff.
- (5) Organizing and providing a statewide summit for first response staff.

C. Description of Services and Training [CAPTA Subsection 106(b)(2)(C)]

CAPTA Basic State grant funds will primarily be targeted for activities and services that strengthen the child protective services system after a child has been referred for abuse or neglect. The majority of Division child abuse and neglect prevention efforts will be funded through other State and Federal sources.

- (1) Primary Children's Center for Safety & Healthy Families will continue to provide medical assessments and supervision, peer review, and follow-up consultation when appropriate for physical, sexual, and other abuse types.
- (2) Training activities for new employees and training beyond the first year of service will focus on practice with families under the practice model that is strengths-based and family-centered and that requires family engagement and teaming with community partners.
- (3) Specialized program-specific training will be developed for first response staff to that incorporates program requirements including law and practice guidelines and caseworker application with the SAFE MIS system.
- (4) Additional training, though not funded through CAPTA Basic State Grant, assures that in accordance with U.C.A. §78-3a-912(3)(b) the Office of the Guardian Ad Litem shall "be trained in applicable statutory, regulatory, and case law, and in accordance with the United States Department of Justice National Court Appointed Special Advocate Association guidelines, prior to representing any minor before the court."

D. Chief Executive Officer Assurance Statement

The State Chief Executive Officer's Assurance Statement for the Child Abuse and Neglect State Plan is contained in Appendix J.

E. Substantive Changes in State Statute that Could Affect Eligibility for CAPTA

The Utah State Legislature passed legislation related to child abuse and neglect during the 2004 legislative session. (See Appendix K.) This legislation is currently under review by the Utah Attorney General's Office for impact on compliance with CAPTA. It is not expected that these changes will affect the state's eligibility for funding under the

Child Abuse Prevention and Treatment Act. Documentation of the review from the Attorney General's Office will be forwarded after receipt.

F. CPS Citizen Review Panels

State and Regional quality improvement committees meet the requirements for CPS Citizen Review Panels. Annual reports for CPS Citizen Review Panels have been compiled into a single report in Appendix L.

G. Request for FY 2005 Funds

FY 2005 funds are requested in the CFS 101 Part 1 and an estimate of expenditures is contained in the CFS 101 Part 2.

19. Chafee Foster Care Independence Program and Education and Training Voucher Program

A. Administering Agency

The Utah Department of Human Services, Division of Child and Family Services, is the State agency that administers, supervises, and oversees the programs and services carried out under the Chafee Foster Care Independence Program, including the Education and Training Voucher Program [Sections 477(b)(2) and 477(a)(6)].

B. National Evaluations

The State of Utah will cooperate in national evaluations of the effects of the programs implemented to achieve CFCIP program purposes [Section 477(b)(2)(F)].

C. Program Design: Education and Training Vouchers Program.

Limited support for post-secondary education and training has been available for youth aging out of foster care in recent years. Under existing Chafee Foster Care Independence Program funds, youth who are in foster care on their 18th birthday may receive up to \$2,000 per youth per year, not to exceed \$500 in any given month, for needs to help them remain independent. A portion of these funds may be used to support educational counseling and room and board costs, including those related to obtaining post-secondary education and training.

The use of ETV funds enables Child and Family Services to develop an ongoing post-secondary education and training voucher program to better help youth aging out of foster care to make the transition to self-sufficiency and receive the education, training,

and services necessary to obtain employment. Additionally, because youth who were adopted at age 16 or older struggle to attain resources for post-secondary education and training, these funds offers the same voucher program to these youth.

The basic components of the ETV program are:

(1) Eligibility.

Program participants must meet the following to qualify for the Education and Training Voucher Program:

- a. Be an individual:
 - i. In foster care who has not yet attained 21 years of age,
 - ii. No longer in foster care who attained 18 years of age while in foster care and who has not yet attained 21 years of age, or
 - iii. Adopted from foster care after attaining 16 years of age and who has not yet attained 21 years of age.
- b. Have graduated from high school or earned a GED;
- c. Have an individual educational assessment and individual education plan;
- d. Submit a completed application for the Education and training Voucher Program;
- e. Be accepted to a qualified college, university, or vocational program;
- f. Apply for and accept available financial aid from other sources before obtaining funding from the Education and Training Voucher Program;
- g. Enroll as a full-time student in the college, university or vocational program; and
- h. Make satisfactory progress, which means maintaining a 2.0 cumulative grade point average on a 4.0 scale or equivalent as determined by the educational institution.

(2) Institutions of Higher Education

ETV funds will be used for qualifying youth attending an institution of higher education (as defined by sections 101 and 102 of the Higher Education Act of 1965) in a full-time post-secondary education or training program. The educational facility or program must meet the following requirements of an institution of higher education in order for voucher funds to be used:

- a. Admits only students with a high school diploma or equivalent.
- b. Awards bachelor's degree or not less than a two-year program that provides credit towards a degree.
- c. Is a public or non-profit institution.
- d. Is accredited or pre-accredited.
- e. Provides not less than one year of training towards gainful employment.
- f. Admits only students beyond the age of compulsory school attendance.

(3) Benefits and Allowable Costs

The ETV program will allow youth participating in the program to receive the lesser of \$5,000 per year or the total cost of attendance as defined in section 472 of the Higher Education Act of 1965. The State will take steps to prevent duplication of benefits under this and other Federal or Federally supported programs and will coordinate with other appropriate education and training programs.

The program will provide eligible youth vouchers to cover direct costs for total cost of attendance, not to exceed \$5,000 per youth per year. The total cost of funds through ETV and any other Federal assistance cannot exceed the total "cost of attendance." Cost of attendance is limited to the following (as defined in section 472 of the Higher Education Act of 1965):

- a. Tuition and fees
- b. Room and board
- c. Rental or purchase of required equipment, materials or supplies (including computer)
- d. Allowance for books, supplies, transportation
- e. Required residential training
- f. Special study projects
- g. Childcare

(4) Management of ETV

An Education/Training/Employment Task Group was established to make recommendations for the best method of managing the ETV program. Based upon these recommendations, a contract will be established with the Utah Department of

Workforce Services (DWS) for implementation of the program. Child and Family Services will work closely with DWS to ensure compliance through monitoring.

ETV funds will be allocated to youth through an application and screening process and vouchers issued in compliance with ETV program requirements. The current application and training voucher methods used by DWS will be modified to meet ETV program requirements to create a uniform process for the application, screening and allocation of funds. This will ensure that the total amount of educational assistance to a youth does not exceed the total cost of attendance and will avoid duplication of benefits from other Federal assistance programs.

Individuals will receive written notice of approval or denial of the application. If denied, a written reason for denial will be provided and will include instructions about how to appeal the decision.

Through the initial application and screening process and through subsequent application reviews, DWS will verify that all ETV or other Federal or Federally assisted resources received do not exceed the total costs for attendance at a qualified institution of higher education. The youth will also be required to provide program staff information regarding all Federal or Federally assisted resources received and of applicable costs.

Staff administering the program will review each youth's costs of attendance and the total amount of ETV funds and any other Federal or Federally assisted resources the youth is receiving when screening applications and reviewing for ongoing funding.

The receipt of funds under this program shall not affect a student's eligibility for other federal assistance.

Each youth receiving funds will have an Individual Education Assessment and Individual Education Plan. The education plan may include, but is not limited to addressing the youth's needs identified in the assessment pertaining to educational counseling, educational assessment, completion of financial aid forms, housing, childcare and tutoring. This assessment and plan will be coordinated by DWS.

The Individualized Education Plan will be developed through systematic case planning with the youth. The youth will be involved in the development of the plan. The youth's own vision, hopes and dreams for their educational future will drive the planning process. The internal assets of the youth will be strengthened early in the foster care process, including strengthening cultural identity, self esteem, building confidence and structuring educational successes through tutoring, mentoring and other supportive activities.

(5) Evaluation and Strengthening of Programs and Services

Monitoring of the ETV program will be ongoing. Contract oversight and periodic review will assess appropriate use of ETV funds, management of the educational and support portions of the program, and will identify ways to strengthen the program. Feedback will also be obtained through a youth support network. In addition, each region has an assigned Independent Living Coordinator that is responsible for local implementation of the Chafee Foster Care Independence Program. The Independent Living Coordinator will work closely with DWS to assure that program rules, policies and procedures are consistently applied across regions.

Program reviews, reports and case reviews will assure that requirements of the program are being implemented according to the rules and practice guidelines. Since the Department of Workforce Services will implement the ETV program, ongoing monitoring by the Division will ensure compliance.

(6) Categories of Eligible Youth

a. *Youth in Foster Care.*

Each youth in foster care will have an individualized independent living plan. The plan will be developed with a child and family team with the youth involvement in the planning process.

Youth qualifying for services under the Chafee Foster Care Independence Program and achieving a high school diploma or equivalent while in custody may be enrolled in the ETV program. Youth attaining the age of 18 while in custody may continue to receive ETV support. Youth receiving ETV funds when turning age 21 may continue receiving the ETV funds through the month of the youth's 23rd birthday, when all other requirements are met.

b. *Youth Who Have Exited Foster Care*

Youth who exited foster care after their 18th birthday may be enrolled in the ETV program as a result of qualifying for continuing Chafee Foster Care Independence Program services if the youth has achieved a high school diploma or equivalent. A former foster youth receiving ETV funds when turning age 21 may continue receiving ETV funds through the month of the youth's 23rd birthday, when all other requirements are met.

c. *Youth Adopted from DCFS at Age 16 or Older*

A youth adopted from DCFS a age 16 or older may be enrolled in the ETV program if the youth has achieved a high school diploma or equivalent. An adopted youth receiving ETV funds when turning age 21 may continue

receiving ETV funds through the month of the youth's 23rd birthday, when all other requirements are met.

D. Program Design: Independent Living Services

The Utah Independent Living Program will provide an array of services within the state of Utah. The goal of the program is to ensure all youth age 14 and older have access to needed program services in establishing the skills and knowledge necessary for the transition to self sufficiency prior to leaving the state's custody. An Independent Living Plan is required for all children in agency custody that are age 16 or older. Additionally, the program will provide supports and services to those youth who have exited the system and are experiencing difficulty in successfully functioning on their own. The basic components of the Independent Living Program are:

(1) ***Independent Living Screening***

Each program participant is screened utilizing a standardized tool to ensure that transition services are appropriately tailored to meet the needs of the individual. Transition issues will be identified and coordinated with the service plan through the Independent Living Plan. Case consultations between out of home care workers and independent living staff will be the starting point of the evaluation and screening. New portable computers and software have been made available to Independent Living Coordinators to enable them to do assessments at the client's location.

(2) ***Basic Life Skills Training***

Youth participate in a variety of training opportunities including individual learning in conjunction with care providers and structured training designed to ensure a basic understanding of the skills and knowledge needed to function independently. The Ansell Casey Assessment Tool has been identified as the mechanism to access the level of functioning and determine individual needs to be mastered for each youth. This assessment process will be implemented statewide. All youth exiting the care of Child and Family Services (on or near their 18th birthday) will receive this basic level of training based upon this assessment. Specific and individualized independent skills will be identified in the needs assessment and contained within the Independent Living Plan.

(3) ***Supervised Apartments***

Services are designed to provide a safe and supportive environment in which youth can work with staff and mentors to develop and fine tune the skills needed to remain independent. Youth entering this program have already received basic life skills training (or have been assessed not to need training). Additional protections are in place to ensure that the youth has a positive and safe experience. Out of home care workers must provide evaluation and justification to the Independent Living Program in assuring that the youth is ready for this experience. Outreach efforts

will be made in the various regions of the state to identify potential independent living housing options within local communities. Contacts will be made with regional and local Housing Authority offices as well as private housing management agencies. An attempt to secure Section 8 Housing vouchers for individuals exiting foster care will be made. Additionally, the regional administrator approves the plan to move the child to an independent living placement.

(4) ***Independent Living Dorms***

Independent living dorms are currently operating in two regions within the state. Youth entering the dorms have participated in basic life skills training and will receive significant supports and skills development prior to exiting to either independence or supervised apartments. An evaluation of these facilities will be completed to assess their value to the development of independent living skills for the residents.

(5) ***Independent Living Coordinators and Independent Living Workers***

Each of the DCFS regions utilize Independent Living Coordinators and Independent Living Workers to ensure that out of home care workers and youth in transition receive the supports and services needed to ensure a successful departure from custody. Additionally, Independent Living Workers ensure that youth receive adequate assessment, training, educational supports, and other community supports while in transition. Follow up services are provided to youth who need additional supports and services during both the transition phase and after the youth has been released from custody. More emphasis will be placed on the “After Care” phase of transition to encourage continued connection and utilization of available resources.

E. Program Design: Education, Training, and Employment Services

Support for educational pursuits remains the best hope for normalizing the lives of youth exiting the foster care system. Child and Family Services will provide support through the following activities:

- (1) Child and Family Services will coordinate services and supports with the Utah State Office of Education and school districts throughout the state. This will be accomplished through participation in the youth in custody program both on the state and local levels. Five representatives from Child and Family Services will participate on the statewide coordinating council that directs the expenditure of this program. Local coordinating councils guide the services and supports at the local level through oversight committees in each of the districts. Educational supports include self-contained therapeutic classrooms, tracking, mentoring, tutoring and follow-along support services.
- (2) Child and Family Services will establish ties to the Vocational Rehabilitation Program through state and local efforts. Youth who are appropriate for these

services will be identified and referred to the program prior to exiting the foster care system. Independent Living staff will ensure that youth qualifying for services are staffed with the Vocational Rehabilitation Program and receive needed services.

- (3) Child and Family Services has established ties to the Department of Workforce Services to ensure youth have access to all appropriate services and programs provided by the Department. A Memorandum of Understanding with DCFS and the Department of Workforce Services has been implemented for the Northern Utah Region to implement a pilot project for youth in DCFS custody to receive services through the Workforce Services Workforce Investment Act (WIA) Program. DCFS clients will have priority status for services. The pilot will be implemented in Weber and Cache Counties. Additional services such as public assistance, food stamps and childcare are accessed through this Department. Planning activities for the coming year will include representatives from Workforce Services in ensuring interagency cooperation and enhanced services to youth who are either exiting or who have exited custody.
- (4) Utah has initiated a process for a three-year collaborative plan to develop a private/public independent living support network. The Transitional Living Advisory Council was formed within the Division in 2003 to make recommendations regarding the state's Independent Living Programs. The Council, consisting of private and public community partners (including youth who have emancipated from the foster care system) met monthly during 2003 to help Child and Family Services develop a plan for Independent Living services. A committee from the Council visited each region of the state to conduct an assessment of the statewide IL network.

A Youth Summit was planned and conducted in June of 2003. At that summit, 75 youth currently in DCFS Foster Care along with their regional adult leaders met for two days and determined focus areas in education, employment, housing, and personal life issues (See attached Transitions To Adult Living Support Network, Five-year Plan).

A follow-up Adult Leadership Summit was held in September to further solidify issues related to Transitional Living Programs in the state of Utah. One hundred forty participants, representing forty-two different public and private agencies listened to the youths identified concerns that had been developed in the June Youth Summit.

Monthly Implementation Team meetings are being conducted to examine, assess, and restructure the Independent Living Program of DCFS to provide a more responsive effort to the needs of youth in the program. Recommendations from the Implementation Team will be incorporated into the Independent Living Program.

F. Program Design: Postsecondary Training and Education

Helping youth prepare for postsecondary training and education will be accomplished through:

- (1) An Education/Training/Employment Task Group was established as a part of the Implementation Team process. This task group has explored the various aspects of the “education to employment” phase of youth transitioning to adulthood. Issues addressed include: current barriers associated with school transfers, high school competency examinations, post secondary aspirations and funding resources for education and training. This task group has received valuable information from the Regional Independent Living Coordinators, representatives from the Office of Education, the Division of Vocational Rehabilitation, and youth.
- (2) Independent Living Coordinators will review educational goals and objectives for each youth as contained in the Independent Living Plan to ensure that the youth are on track for completing high school. Youth who are at risk of not graduating will participate in a staffing with the caseworker, foster parent, and appropriate school personnel to develop a plan for graduation.
- (3) Youth in custody program representatives will ensure that all youth participating in the program have a plan for graduation contained within the youth in custody consumer file.
- (4) Youth in custody program representatives will ensure that each youth receives vocational/post-secondary assessments and information advising students as to the need for further educational pursuits and the vocational benefits of further education.
- (5) Child and Family Services will include members of the post-secondary training and educational institutions when planning meetings are convened to ensure equal access for youth leaving the foster care system.
- (6) Child and Family Services will coordinate with the Independent Living and Youth Leadership Advisory Council to develop strategies to assist youth in seeking non-traditional education and employment opportunities not offered through institutions of higher learning.
- (7) A funding mechanism has been designed and implementation will begin soon to distribute funds from the Chafee Education & Training Voucher Program (ETV) for youth who qualify and choose to enroll in postsecondary educational programs. This distribution process will be implemented through the Department of Workforce Services.

- (8) Links have been established with job corps and will be nurtured to facilitate connecting appropriate youth to opportunities in the job corps system.

G. Program Design: Use of Mentors and Dedicated Adults

Child and Family Services will provide personal and emotional support to youth through mentors and the promotion of interactions with dedicated adults. This will be accomplished through the following:

- (1) Youth who have exited the foster care system will be recruited to provided mentoring for those who are either still in care or those who have exited the state system and are experiencing difficulties. Strengthening existing services will be accomplished though focus groups where youth who are current foster children, as well as those who have successfully obtained independence, will be invited to attend and contribute to improving the Independent Living Program.
- (2) Mentoring Projects will be selected and implemented through a request for proposal and contract process.
- (3) Child and Family Services will continue to utilize the skills and caring abilities of foster families in providing support for youth who are leaving the care of the state. Many, if not most, of our foster families continue to play an important role in the lives of young people who have been in their care. Additional dedicated adults will continue to provide support through the already existing volunteer networks of Big Brothers, Big Sisters, and CASA.
- (4) Child and Family Services will coordinate with the Independent Living and Youth Leadership Advisory Council to establish a system of mentoring and youth leadership development.

H. Program Design: Services to Former Foster Care Youth

Child and Family Services will provide services to former foster care youth who have left out of home care because they attained 18 years of age and have not yet attained 21 years of age. Former foster care youth can access services through contacting any Child and Family Services office in the State. Referral will be made to the Independent Living Program Coordinator. Services will include but not be limited to additional basic life skills training, information and referral, mentoring, recreation, computer access including word processing, employment and educational counseling, information and referral, follow-up support, and funding for activities of daily living (room and board).

Definition of Room and Board

Room and board includes rent, utilities, food, clothing, transportation costs, personal care

items and other expenses related to daily living. It does not include medical expenses, dental care, tuition payments, or the purchase of automobiles.

I. Services Within all Political Subdivisions

Child and Family Services will ensure that all political subdivisions within the state will be served through the Chafee Foster Care Independence Program and Education and Training Voucher Program. The State is divided into five geographic regions for direct service provision. Each region will ensure that youth are eligible and accessing the appropriate services.

J. How Youth of Various Ages and Stages of Development Will Access Services

Provision of all Independent Living services is predicated on assessment and individualized plans. Each youth, upon entering the Independent Living Program (age 16), will be assessed to gather information about strengths and challenges. This information will be tied to the Independent Living Plan and the service plan for the foster care youth. Youth who have exited the system and returned for services will be given an assessment and consultation with an Independent Living Coordinator. Services for this population will be based on the assessment and consultation. An Independent Living Plan will be completed for all youth based on their unique needs, age and stage of development.

Some DCFS regions have begun implementing Independent Living Programs with youth ages 14-15. Training and support will be extended to all regions of the state to begin preparing youth in this age group for increased self-sufficiency through training in areas such as activities of daily living and other appropriate educational areas.

K. Plan to Involve the Public and Private Sectors

The Youth Leadership Advisory Council, in cooperation with Child and Family Services and other key partners held two major summits in 2003. The first, a Youth Leadership Conference, was held in June involving 75 foster care youth and their workers. The conference gained input from participants as to what they perceived as needs for successful transition to adult living. Goals were set in several major areas where needs were identified.

A second summit, the Adult Summit, was held in September involving 140 individuals representing 42 different private and public agencies. A representative group from the youth summit summarized their needs and goals to a panel consisting of Utah's Lt. Governor, the Attorney General, the Department of Human Services Director, the Division of Child and Family Services Director, and a private author. (See attachment to Appendix E.)

L. Partnership Consultation

Input from the State's Indian tribal organizations and other public and private partners will continue to be received through several avenues. Annually, the joint planning meeting provides an opportunity for consultation and input. Also, the draft plan was made available on the Division's website to give the public opportunity to provide input. A specific request was made directly to the tribal organizations located in the state to attend public planning meetings. Members of the tribes where focus groups are held have been involved in these meetings for specific input into services and future program design. The tribal organizations have been included with the Independent Living Advisory Council, mental health, and other community partners in developing the plans for the youth summit and multi-agency summit in preparation for the five-year plan.

M. Coordination with Other Federal and State Programs for Youth

A concerted effort has been initiated through the Governor's Transition to Adult Living Implementation Team for foster youth. Partner agencies have been engaged as part of this process. Coordination is occurring with a variety of agencies such as workforce services, housing, job corp., secondary and higher education, vocational education, disabilities, mental health and medical services, and Medicaid. Additional coordination efforts will be made with other federally funded programs through the Youth Leadership Council. Members of the council will be inclusive of other programs and will specifically include members from a variety of cultures and ethnic groups including Indian Tribal Organizations.

N. Expanded Medicaid Option

The State of Utah is currently exploring the feasibility of extending expanded Medicaid coverage to youth that have turned age 18 while in foster care. A subcommittee of the Implementation Team is addressing medical and mental health needs. Division staff are working with Medicaid agency staff to analyze costs and feasibility for expanded coverage. Medicaid services are already available to age 19 for qualifying youth, but expansion to age 21 is being considered. Recommendations will be made to the Departments of Human Services and Health, the Governor, and the legislature for state match funding for this coverage.

O. Objective Criteria for Determining Eligibility

All youth age 16 and older and in out of home care are eligibility to receive services through the Independent Living Program. Youth who are in out of home care on their 18th birthday are eligible for services until age 21.

P. Fair and Equitable Treatment

Statewide Division rules and practice guidelines will guide the services received by

youth entering the Independent Living Program. Each of the regions in the state will follow rules and practice guidelines as directed by statute. All administrative due process rights are afforded to individuals eligible to receive services from the Independent Living Program.

Q. Consultation/Public Comments in Development of the Plan

Child and Family Services consulted with a variety of organizations in the development of the plan, including the Paiute Tribe, Navajo Nation, Department of Workforce Services, State Office of the Attorney General, Utah Children, youth services programs, private providers, Office of the Guardian ad Litem, State Office of Education, Utah Foster Care Foundation, Foster Care Citizens Review Board, Board of Child and Family Services, and agency caseworkers, supervisors, and administrators.

Through both the youth and adult summits, significant amounts of time were used in gathering input and establishing the multi-year plan. In addition, the draft plan was available on the Division's website prior to finalization.

R. Certification

The State Chief Executive Officer's Certifications for the Chaffee Foster Care Independence Program and Education and Training Voucher Program are located in Appendix M.

20. Current Executive Initiatives

A variety of activities are underway in Utah that support the Bush Administration Executive Initiatives of healthy marriages, responsible fatherhood, positive youth development, rural, and faith-based and community initiatives targeted to benefit children, adults, and society. Examples of these activities are described below:

- A. The Governor's Initiative on Families Today (GIFT) was created in 1994 to foster a climate that nurtures and enhances healthy, positive, caring family interaction. Its goal is to provide as many Utah families as possible with parenting and communication skills. GIFT is supportive of organizations, agencies and communities that foster positive family relations. The initiative sponsors a number of family and marriage enrichment conferences statewide throughout the year in conjunction with several partners, including the Commission for Women and Families.
- B. The Division's proposed Program Improvement Plan includes initiatives that promote more effective and consistent involvement of parents in child welfare activities, with particular emphasis on fathers and paternal relatives.

- C. The Utah Foster Care Foundation honors foster fathers throughout Utah on an annual basis. One of the factors that has been considered in selecting recipients is the foster father's modeling of effective parenting for foster children and biological fathers.
- D. The Governor's Transition to Adult Living Implementation Team is a major initiative focusing on positive youth development. This collaborative effort of numerous public and private agencies is focusing on helping youth who are leaving foster care to achieve successful adult living.
- E. GIFT is also the prime sponsor of our Pacific Islander Young Achievers Award Conferences. These comprise of the Pacific Islander Allstate Award Banquet, which recognizes Pacific Islander athletes who make it to All State in football, volleyball, wrestling, tracks and basketball; the Pacific Islander Young Achievers Conferences for Junior High Schools and Senior High Schools, which recognize students' academic and leadership accomplishments. These are festive occasions when Pacific Islander families come together to celebrate the successes of our children. The students are honored, the parents are duly recognized, and the rest of the siblings are encouraged to qualify for these awards.
- F. The Division has partnered with Southwest Mental Health in implementing the Frontiers Project to collaboratively respond to mental health needs in rural Utah.
- G. The Division partners with faith-based and community providers to serve children and families. For example, the Division has partnered with Catholic Community Services and LDS Social Services on adoption efforts. Also, the Division is working on a new initiative to strengthen supports to kin providers with Children's Service Society, a non-profit organization that provides parenting classes, child-care, and other resources to families. This organization has developed a Grandfamilies program to provide support, information, and advocacy for grandparents and other relatives-as-parents that are raising relative's children. This program provides support to the relative caregiver and the children who are involved in these relationships. Also, Jewish Family Services provides support to grandparents raising kin through their Grandparents Raising Grandchildren Program, an 8-week family building program providing information on legal, financial and psychological issues.

Title IV-B Child and Family Services Plan: Assurances

The assurances listed below are in 45 CFR 1357.15(c) and title IV-B sections 422(b)(10), 422(b)(12), section 422 (b) (14), section 432(a)(4), 432 (a)(7) and 432(a)(9). These assurances will remain in effect during the period of the current five-year CFSP.

1. The State assures that it will participate in any evaluations the Secretary of HHS may require.
2. The State assures that it will administer the CFSP in accordance with methods determined by the Secretary to be proper and efficient.
3. The State assures that it has a plan for the training and use of paid paraprofessional staff, with particular emphasis on the full-time or part-time employment of low-income persons, as community service aides; and a plan for the use of non-paid or partially paid volunteers in providing services and in assisting any advisory committees established by the State.
4. The State assures that standards and requirements imposed with respect to child care under title XX shall apply with respect to day care services, if provided under the CFSP, except insofar as eligibility for such services is involved.
5. The State assures that it is operating, to the satisfaction of the Secretary:
 - A statewide information system from which can be readily determined the status, demographic characteristics, location, and goals for the placement of every child who is (or, within the immediately preceding 12 months, has been) in foster care;
 - A case review system [as defined in section 475(5)] for each child receiving foster care under the supervision of the State;
 - A service program designed to help children, where safe and appropriate, return to families from which they have been removed; or be placed for adoption, with a legal guardian, or, if adoption or legal guardianship is determined not to be appropriate for a child, in some other planned, permanent living arrangement; and
 - A preplacement preventive services program designed to help children at risk of foster care placement remain safely with their families; and
 - The State assures that it has implemented policies and administrative and judicial procedures for children abandoned at or shortly after birth that are necessary to enable permanent decisions to be made expeditiously with respect to the placement of such children.

6. The State assures that plans will be developed for the effective use of cross-jurisdictional resources to facilitate timely adoptive or permanent placements for waiting children.
7. The State assures that it will collect and report information on children who are adopted from other countries and who enter State custody as a result of the disruption of an adoptive placement, or the dissolution of an adoption. Such information will include the reasons for disruption or dissolution, the agencies who handled the placement or adoption, the plans for the child, and the number of children to whom this pertains.
8. The State assures that no more than 10 percent of expenditures under the plan for any fiscal year with respect to which the State is eligible for payment under section 434 of the Act for the fiscal year shall be for administrative costs and that the remaining expenditures shall be for programs of family preservation services, community-based family support services, time-limited reunification services and adoption promotion and support services, with significant portions of such expenditures for each such program.
9. The State assures that Federal funds provided to the State for title N-B, Subpart 2 programs will not be used to supplant Federal or non-Federal funds for existing services and activities.
10. The State assures that, in administering and conducting service programs under this plan, the safety of the children to be served shall be of paramount concern.

Effective Date and State Official's Signature

I hereby certify that the State complies with the requirements of the above assurances.

*Signed by Robin Arnold Williams, DSW, Executive Director, Department of Human Services
June 28, 2004*

**State Chief Executive Officer's Assurance Statement for
the Child Abuse and Neglect State Plan**

As Chief Executive Officer of the **State of Utah**, I certify that the State has in effect and is enforcing a State law, or has in effect and is operating a statewide program, relating to child abuse and neglect which includes:

1. Provisions or procedures for reporting known or suspected instances of child abuse and neglect (section 106(b)(2)(A)(i));
2. Policies and procedures (including appropriate referrals to child protection service systems and for other appropriate services) to address the needs of infants born and identified as affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure, including a requirement that health care providers involved in the delivery or care

of such infants notify the child protective services system of the occurrence of such condition in such infants (section 106(b)(2)(A)(ii));

3. The development of a plan of safe care for the infant born and identified as being affected by illegal substance abuse or withdrawal symptoms (section 106(b)(2)(A)(iii));
4. Procedures for the immediate screening, risk and safety assessment, and prompt investigation of such reports (section 106(b)(2)(A)(iv));
5. Triage procedures for the appropriate referral of a child not at risk of imminent harm to a community organization or voluntary preventive service (section 106(b)(2)(A)(v));
6. Procedures for immediate steps to be taken to ensure and protect the safety of the abused or neglected child, and of any other child under the same care who may also be in danger of abuse or neglect; and ensuring their placement in a safe environment (section 106(b)(2)(A)(vi));
7. Provisions for immunity from prosecution under State and local laws and regulations for individuals making good faith reports of suspected or known instances of child abuse or neglect (section 106(b)(2)(A)(vii));
8. Methods to preserve the confidentiality of all records in order to protect the rights of the child and of the child's parents or guardians, including requirements ensuring that reports and records made and maintained pursuant to the purposes of CAPTA shall only be made available to-
 - a. Individuals who are the subject of the report;
 - b. Federal, State, or local government entities, or any agent of such entities, as described in number 9 below;
 - c. Child abuse citizen review panels;
 - d. Child fatality review panels;
 - e. A grand jury or court, upon a finding that information in the record is necessary for the determination of an issue before the court or grand jury; and
 - f. Other entities or classes of individuals statutorily authorized by the State to receive such information pursuant to a legitimate State purpose (section 106(b)(2)(A)(viii));
9. Provisions to require a State to disclose confidential information to any Federal, State, or local government entity, or any agent of such entity, that has a need for such information in order to carry out its responsibility under law to protect children from abuse and neglect (section 106(b)(2)(A)(ix));
10. Provisions which allow for public disclosure of the findings or information about the case of child abuse or neglect which has resulted in a child fatality or near fatality (section 106(b)(2)(A)(x));

11. The cooperation of State law enforcement officials, court of competent jurisdiction, and appropriate State agencies providing human services in the investigation, assessment, prosecution, and treatment of child abuse or neglect (section 106(b)(2)(A)(xi));
12. Provisions requiring, and procedures in place that facilitate the prompt expungement of any records that are accessible to the general public or are used for purposes of employment or other background checks in cases determined to be unsubstantiated or false, except that nothing in this section shall prevent State child protective services agencies from keeping information on unsubstantiated reports in their casework files to assist in future risk and safety assessment (section 106(b)(2)(A)(xii));
13. Provisions and procedures requiring that in every case involving an abused or neglected child which results in a judicial proceeding, a guardian ad litem, who has received training appropriate to the role, and who may be an attorney or a court appointed special advocate who has received training appropriate to that role (or both), shall be appointed to represent the child in such proceedings-
 - a. To obtain firsthand, a clear understanding of the situation and needs of the child; and
 - b. To make recommendations to the court concerning the best interests of the child (section 106(b)(2)(A)(xiii));
14. The establishment of citizen review panels in accordance with subsection 106(c) (section 106(b)(2)(A)(xiv));
15. Provisions, procedures, and mechanisms –
 - a. For the expedited termination of parental rights in the case of any infant determined to be abandoned under State law; and
 - b. By which individuals who disagree with an official finding of abuse or neglect can appeal such finding (section 106(b)(2)(A)(xv));
16. Provisions, procedures, and mechanisms that assure that the State does not require reunification of a surviving child with a parent who has been found by a court of competent jurisdiction-
 - a. To have committed a murder (which would have been an offense under section 1111 (a) of title 18, United States Code, if the offense had occurred in the special maritime or territorial jurisdiction of the United States) of another child or such parent;
 - b. To have committed voluntary manslaughter (which would have been an offense under section 1112(a) of title 18, United States Code, if the offense had occurred in the special maritime or territorial jurisdiction of the United States) of another child or such parent;
 - c. To have aided or abetted, attempted, conspired, or solicited to commit such murder or voluntary manslaughter; or

- d. To have committed a felony assault that results in the serious bodily injury to the surviving child or another child of such parent (section 106(b)(2)(A)(xvi));
- 17. Provisions that assure that, upon the implementation by the State of the provisions, procedures, and mechanisms under number 16 above, conviction of any one of the felonies listed in number 16 above constitute grounds under State law for the termination of parental rights of the convicted parent as to the surviving children (section 106(b)(2)(A)(xvii));
- 18. Provisions and procedures to require that a representative of the child protective services agency shall, at the initial time of contact with the individual subject to a child abuse and neglect investigation, advise the individual of the complaints or allegations made against the individual, in a manner that is consistent with laws protecting the rights of the reporter (section 106(b)(2)(A)(xviii));
- 19. Provisions addressing the training of representatives of the child protective services system regarding the legal duties of the representatives, which may consist of various methods of informing such representatives of such duties, in order to protect the legal rights and safety of children and families from the initial time of contact during investigation through treatment (section 106(b)(2)(A)(xix));
- 20. Provisions and procedures for improving the training, retention and supervision of caseworkers (section 106(b)(2)(A)(xx));
- 21. Provisions and procedures for referral of a child under the age of 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under part C of the Individuals with Disabilities Education Act (section 106(b)(2)(A)(xxi));
- 22. **Not later than June 25, 2005 (2 years after the enactment of Public Law 108-36),** provisions and procedures for requiring criminal background checks for prospective foster and adoptive parents and other adult relatives and non-relatives residing in the household (section 106(b)(2)(A)(xxii));
- 23. Procedures for responding to the reporting of medical neglect (including instances of withholding of medically indicated treatment from disabled infants with life threatening conditions), procedures or programs, or both (within the State child protective services system), to provide for-
 - a. Coordination and consultation with individuals designated by and within appropriate health care facilities;
 - b. Prompt notification by individuals designated by and within appropriate health care facilities of cases of suspected medical neglect (including instances of withholding of medically indicated treatment from disabled infants with life threatening conditions); and
 - c. Authority, under State law, for the State child protective services system to pursue any legal remedies, including the authority to initiate legal proceedings in a court of

competent jurisdiction, as may be necessary to prevent the withholding of medically indicated treatment from disabled infants with life-threatening conditions (section 106(b)(2)(B)); and

24. Authority under State law to permit the child protective services system of the State to pursue any legal remedies, including the authority to initiate legal proceedings in a court of competent jurisdiction, to provide medical care or treatment for a child when such care or treatment is necessary to prevent or remedy serious harm to the child, or to prevent the withholding of medically indicated treatments from disabled infants with life-threatening conditions (section 113).

Signed by Governor Olene S. Walker
June 2, 2004

State Chief Executive Officer's Certifications For The Chafee Foster Care Independence Program

As Chief Executive Officer of the **State of Utah**, I certify that the State has in effect and is operating a Statewide program relating to Foster Care Independent Living and that the following provisions to effectively implement the Chafee Foster Care Independence Program are in place:

1. The State will provide assistance and services to youth who have left foster care because they have attained 18 years of age, and have not attained 21 years of age [Section 477(b)(3)(A)];
2. Not more than 30 percent of the amounts paid to the State from its allotment for a fiscal year will be expended for room and board for youth who have left foster care because they have attained 18 years of age, and have not attained 21 years of age [Section 477(b)(3)(B)];
3. None of the amounts paid to the State from its allotment will be expended for room or board for any child who has not attained 18 years of age [Section 477(b)(3)(C)];
4. The State will use training funds provided under the program of Federal payments for foster care and adoption assistance to provide training to help foster parents, adoptive parents, workers in group homes, and case managers understand and address the issues confronting adolescents preparing for independent living, and will, to the extent possible, coordinate such training with the independent living program conducted for adolescents [Section 477(b)(3)(D)];
5. The State will adequately prepare prospective foster parents with the appropriate knowledge and skills to provide for the needs of the child before a child, under the supervision of the State, is placed with prospective foster parents and that such preparation will be continued, as necessary, after the placement of the child. [Section 471(a), as amended];
6. The State has consulted widely with public and private organizations in developing the plan and has given all interested members of the public at least 30 days to submit comments on the plan [Section 477(b)(3)(E)];
7. The- State will make every effort to coordinate the State programs receiving funds provided from an allotment made to the State under subsection (c) with other Federal and State programs for youth (especially transitional living youth projects funded under part B of title III of the Juvenile Justice and Delinquency Prevention Act of 1974); abstinence education programs, local housing programs, programs disabled youth (especially sheltered workshops), and school-to-work programs offered by high schools or local workforce agencies [Section 477(b)(3)(F)];

8. Each Indian tribe in the State has been consulted about the programs to be carried out under the plan; there have been efforts to coordinate the programs with such tribes; and benefits and services under the programs will be made available to Indian youth in the State on the same basis as to other youth in the State [Section 477(b)(3)(G)];
9. Adolescents participating in the program under this section will participate directly in designing their own program activities that prepare them for independent living and the adolescents will be required to accept personal responsibility for living up to their part of the program [Section 477(b)(3)(H)]; and
10. The State has established and will enforce standards and procedures to prevent fraud and abuse in the programs carried out under the plan [Section 477(b)(3)(I)].

*Signed by Governor Olene S. Walker
June 2, 2004*

State Chief Executive Officer's Certifications For The Education And Training Voucher Program

Chafee Foster Care Independence Program

As Chief Executive Officer of the **State of Utah**, I certify that the State has in effect and is operating a Statewide program relating to Foster Care Independent Living and that the following provisions will be implemented as of September 30, 2003:

1. The State will comply with the conditions specified in subsection 477(i).
2. The State has described methods it will use to:
 - Ensure that the total amount of educational assistance to a youth under this and any other Federal assistance program does not exceed the total cost of attendance; and
 - Avoid duplication of benefits under this and any other Federal assistance program, as defined in section 477(3)(b)(J).

*Signed by Governor Olene S. Walker
June 3, 2004*